BOWDOIN COLLEGE

2007–2008 CATALOGUE

BRUNSWICK, MAINE

AUGUST 2007

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In its employment and admissions practices Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national or ethnic origin, or physical or mental handicap.

The information in this publication was accurate at the time of publication. However, Bowdoin College reserves the right to make changes at any time without prior notice to any of the information, including but not limited to course offerings, degree requirements, regulations, policies, procedures, and charges. The College provides the information herein solely for the convenience of the reader, and to the extent permissible by law, expressly disclaims any liability which may otherwise be incurred.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

Bowdoin College and the other members of the New England Small College Athletic Conference take strong stands against abusive drinking and its negative side effects. The vast majority of students at these colleges who choose to drink alcohol do so responsibly. Those who abuse alcohol receive a combination of discipline and education. Additionally, all of the member schools expressly prohibit hazing.

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College Calendar

Unless otherwise indicated, regular class schedules are in effect on holidays listed.

206th Academic Year
2007

August 21-25, Tues.-Sat.	Pre-Orientation Trips
August 25, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 25-29, Sat.-Wed.	Orientation
August 28, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 29, Wednesday	Opening of the College—Convocation, 3:30 p.m.
August 30, Thursday	Fall semester classes begin, 8:00 a.m.
September 3, Monday	Labor Day, classes in session (College holiday, many offices closed)
September 12-14, Wed.-Fri.	Rosh Hashanah, begins at sunset on Sept. 12 and concludes at sunset on Sept. 14
September 13, Thursday	Ramadan begins at first light
September 21-22, Fri.-Sat.	Yom Kippur, begins at sunset on Sept. 21 and concludes at sunset on Sept. 22
September 27-29, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 29, Saturday	Common Good Day
October 5, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 8
October 10, Wednesday	Fall vacation ends, 8:00 a.m.
October 11-13, Thurs.-Sat.	Meetings of the Board of Trustees
October 12-14, Fri.-Sun.	Homecoming Weekend
October 13, Saturday	Ramadan ends at last light
October 26, Friday	Sarah and James Bowdoin Day
October 26-28, Fri.-Sun.	Parents Weekend
November 21, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (Nov. 21-23: College holidays, many offices closed)
November 26, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 7, Friday	Last day of classes
December 8-11, Sat.-Tues.	Reading period
December 12-17, Wed.-Mon.	Fall semester examinations
December 18, Tuesday	College housing closes for winter break, noon
December 24, Monday	Christmas Eve Holiday (College holiday, many offices closed)
December 25, Tuesday	Christmas Holiday (College holiday, many offices closed)
December 31, Monday	New Year's Eve Holiday (College holiday, many offices closed)

2008

January 1, Tuesday	New Year's Holiday (College holiday, many offices closed)
January 19, Saturday	College housing available for occupancy, 8:00 a.m.
January 21, Monday	Spring semester classes begin, 8:00 a.m.
January 21, Monday	Martin Luther King, Jr. Day, classes in session (College holiday, many offices closed)
February 7-9, Thurs.-Sat.	Meetings of the Board of Trustees
February 18, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 7, Friday	Spring vacation begins after last class
March 8, Saturday	College housing closes for spring vacation, noon
March 21, Friday	Good Friday
March 22, Saturday	College housing available for occupancy, 8:00 a.m.
March 23, Sunday	Easter
March 24, Monday	Spring vacation ends, 8:00 a.m.
April 3-5, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 19-27, Sat.-Sun.	Passover, begins at sunset on April 19 and concludes at sunset on April 27
May 7, Wednesday	Last day of classes; Honors Day
May 8-11, Thurs.-Sun.	Reading period
May 8-10, Thurs.-Sat.	Meetings of the Board of Trustees
May 12-17, Mon.-Sat.	Spring semester examinations
May 18, Sunday	College housing closes for non-graduating students, noon
May 23, Friday	Baccalaureate
May 24, Saturday	The 203rd Commencement Exercises
May 24, Saturday	College housing closes for graduating students, 6:00 p.m.
May 26, Monday	Memorial Day (College holiday, many offices closed)
May 29-June 1, Thurs.-Sun.	Reunion Weekend
July 4, Friday	Fourth of July Holiday (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is open.

*Wednesday, November 21, classes will be rescheduled on a class-by-class basis by the course instructor.

207th Academic Year (Proposed Calendar subject to change)

2008

August 26-30, Tuesday-Sat.	Pre-Orientation Trips
August 30, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 30-September 3, Sat.-Wed.	Orientation
September 1, Monday	Labor Day (College holiday, many offices closed)
September 2, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
September 2, Tuesday	Ramadan begins at first light
September 3, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 4, Thursday	Fall semester classes begin, 8:00 a.m.
September 18-20, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 20, Saturday	Common Good Day
September 29-Oct. 1, Mon.-Wed.	Rosh Hashanah, begins at sunset on Sept. 29 and concludes at sunset on Oct. 1
October 2, Thursday	Ramadan ends at last light
October 8-9, Wed.-Thurs.	Yom Kippur, begins at sunset on Oct. 8 and concludes at sunset on Oct. 9
October 10, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 13
October 15, Wednesday	Fall vacation ends, 8:00 a.m.
October 16-18, Thurs.-Sat.	Meetings of the Board of Trustees
October 17-19, Fri.-Sun.	Homecoming Weekend
October 31, Friday	Sarah and James Bowdoin Day
October 31-Nov. 2, Fri.-Sun.	Parents Weekend
November 26, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 26-28: College holidays, many offices closed)
December 1, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 11, Thursday	Last day of classes
December 12-15, Fri.-Mon.	Reading period
December 16-21, Tues.-Sun.	Fall semester examinations
December 22, Monday	College housing closes for winter break, noon
December 24, Wednesday	Christmas Eve Holiday (College holiday, many offices closed)
December 25, Thursday	Christmas Holiday (College holiday, many offices closed)
December 31, Wednesday	New Year's Eve Holiday (College holiday, many offices closed)

2009

January 1, Thursday	New Year's Holiday (College holiday, many offices closed)
January 17, Saturday	College housing available for occupancy, 8:00 a.m.
January 19, Monday	Martin Luther King, Jr., Day (College holiday, many offices closed)
January 19, Monday	Spring semester classes begin, 8:00 a.m.
February 5-7, Thurs.-Sat.	Meetings of the Board of Trustees
February 16, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 6, Friday	Spring vacation begins after last class
March 7, Saturday	College housing closes for spring vacation, noon
March 21, Saturday	College housing available for occupancy, 8:00 a.m.
March 23, Monday	Spring vacation ends, 8:00 a.m.
April 2-4, Thurs.-Sat.	Alumni Council, Alumni Fund Directors and BASIC National Advisory Board meetings
April 8-16, Wed.-Thurs.	Passover, begins at sunset on April 8 and concludes at sunset on April 16
April 10, Friday	Good Friday
April 12, Sunday	Easter
May 6, Wednesday	Last day of classes; Honors Day
May 7-10, Thurs.-Sun.	Reading period
May 7-9, Thurs.-Sat.	Meetings of the Board of Trustees
May 11-16, Mon.-Sat.	Spring semester examinations
May 17, Sunday	College housing closes for non-graduating students, noon
May 22, Friday	Baccalaureate
May 23, Saturday	The 204th Commencement Exercises
May 23, Saturday	College housing closes for graduating students, 6:00 p.m.
May 25, Monday	Memorial Day (College holiday, many offices closed)
May 28-31, Thur.-Sun.	Reunion Weekend
July 3, Friday	Fourth of July Holiday—observed (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

**Wednesday, November 26, classes will be rescheduled on a class-by-class basis by the course instructor.

208th Academic Year (Proposed calendar subject to change)

2009

August 21, Friday	Ramadan begins at first light
August 25-29, Tues.-Sat.	Pre-Orientation Trips
August 29, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 29-September 2, Sat.-Wed.	Orientation
September 1, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
September 2, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 3, Thursday	Fall semester classes begin, 8:00 a.m.
September 7, Monday	Labor Day (College holiday, many offices closed)
September 10-12, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 12, Saturday	Common Good Day
September 18-20, Fri.-Sun.	Rosh Hashanah, begins at sunset on Sept. 18 and concludes at sunset on Sept. 20
September 21, Monday	Ramadan ends at last light
September 27-28, Sun.-Mon.	Yom Kippur, begins at sunset on Sept. 27 and concludes at sunset on Sept. 28
October 9, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 12
October 14, Wednesday	Fall vacation ends, 8:00 a.m.
October 15-17, Thurs.-Sat.	Meetings of the Board of Trustees
October 16-18, Fri.-Sun.	Homecoming Weekend
October 30, Friday	Sarah and James Bowdoin Day
October 30- November 1, Fri.-Sun.	Parents Weekend
November 25, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 25-27: College holidays, many offices closed)
November 30, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 11, Friday	Last day of classes
December 12-15, Sat.-Tues.	Reading period
December 16-21, Wed.-Mon.	Fall semester examinations
December 22, Tuesday	College housing closes for winter break, noon
December 24, Thursday	Christmas Eve Holiday (College holiday, many offices closed)
December 25, Friday	Christmas Holiday (College holiday, many offices closed)
December 31, Thursday	New Year's Eve Holiday (College holiday, many offices closed)

2010

January 1, Friday	New Year's Holiday (College holiday, many offices closed)
January 18, Monday	Martin Luther King, Jr. Day (College holiday, many offices closed)
January 23, Saturday	College housing available for occupancy, 8:00 a.m.
January 25, Monday	Spring semester classes begin, 8:00 a.m.
February 11-13, Thurs.-Sat.	Meetings of the Board of Trustees
February 15, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 12, Friday	Spring vacation begins after last class
March 13, Saturday	College housing closes for spring vacation, noon
March 27, Saturday	College housing available for occupancy, 8:00 a.m.
March 29, Monday	Spring vacation ends, 8:00 a.m.
March 30- April 6, Tues.-Tues.	Passover, begins at sunset on March 30 and concludes at sunset on April 6
April 2, Friday	Good Friday
April 4, Sunday	Easter
April 8-10, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
May 12, Wednesday	Last day of classes; Honors Day
May 13-15, Thurs.-Sat.	Meetings of the Board of Trustees
May 13-16, Thurs.-Sun.	Reading period
May 17-22, Mon.-Sat.	Spring semester examinations
May 23, Sunday	College housing closes for non-graduating students, noon
May 28, Friday	Baccalaureate
May 29, Saturday	The 205th Commencement Exercises
May 29, Saturday	College housing closes for graduating students, 6:00 p.m.
May 31, Monday	Memorial Day (College holiday, many offices closed)
June 3-6, Thurs.-Sun.	Reunion Weekend
July 5, Monday	Fourth of July Holiday—Observed (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

**Wednesday, November 25, classes will be rescheduled on a class-by-class basis by the course instructor.

General Information

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,700 students (49 percent male, 51 percent female; last two classes 50/50 percent and 51/49 percent); about 250 students study away one or both semesters annually; 90 percent complete the degree within five years.

Faculty: Student/faculty ratio 10:1; the equivalent of 171 full-time faculty in residence, 97 percent with Ph.D. or equivalent; 21 head athletic coaches.

Geographic Distribution of Students: New England, 44.6 percent; Middle Atlantic states, 23.6 percent; Midwest, 7.0 percent; West, 10.8 percent; Southwest, 2.3 percent; South, 5.9 percent; international, 5.7 percent. Fifty states, the District of Columbia, Puerto Rico, and thirty-one countries are represented. Minority and international enrollment is 29 percent.

Statistics: As of June 2007, 34,964 students have matriculated at Bowdoin College, and 27,007 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 17,288 graduates, 2,021 nongraduates, 126 honorary degree holders (43 alumni, 83 non-alumni), 36 recipients of the Certificate of Honor, and 247 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Burton-Little House. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of the Registrar, the Dean of Student Affairs Office, and the Career Planning Center are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

For additional information on College offices and buildings, see Campus and Buildings, page 379, and the Campus Map and list of offices on pages 383–86.

In general, the administrative offices of the College are open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, 207-725-3000. A live operator can be reached 24 hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found on the Bowdoin College Web site at www.bowdoin.edu.

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the 18th and 19th centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends...; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person, "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students — notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially — perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety — of ideas, artistic expression, and exposure to other cultures and other races — so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than 200 years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education — the mission of the College — is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Historical Sketch

THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaean, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state. Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen,* which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850-51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde — a prolific writer in national journals — proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell, Jr. '58 was inaugurated at the age of 33. The youngest college president in the country, and a highly respected scholar in the field of 17th-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate — for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993-94, he presided over the College's celebration of the 200th anniversary of its founding. A capital campaign, concluded in 1998, brought in $135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of Cleaveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orrs Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration and improvements to the Chapel. Two new residence halls, Stowe and Howard Halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999. In addition, expanded dining facilities in Wentworth Hall were completed in 2000 and the hall was renamed Thorne Hall.

In 1996-97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaces the system of residential fraternities, which were phased out in May 2000. During the Edwards presidency, the enrollment of the College was expanded from 1,385 to approximately 1,600 students, and the College's endowment grew from $175 million to approximately $500 million. In addition, the student-faculty ratio was reduced from 11:1 to 10:1.

Bowdoin's 200th academic year began with the inauguration of Barry Mills '72 as the fourteenth president of the College. During his tenure as president, Mills has underscored the primacy of Bowdoin's academic program and has worked with the faculty to redefine a liberal arts education for the twenty-first century. Together with former Dean for Academic Affairs Craig McEwen, Mills led the first major curriculum reform at Bowdoin since the early 1980s. The College has also successfully recommitted itself to the goal of expanding ethnic, religious, and socioeconomic diversity among students and employees. Mills has worked to increase national visibility for Bowdoin and also initiated a comprehensive campus master planning study to guide future development on the campus. Mills has also worked to strengthen and increase support for the arts at the College, moving forward on a long-planned expansion and renovation of the Walker Art Building and a conversion of the Curtis Pool building into the Studzinski Recital Hall and 280-seat Kanbar Auditorium. Student residential life has also been improved through the construction of new residence halls and the renovation of existing residential facilities. In October 2006, Mills announced "The Bowdoin Campaign," an effort to raise $250 million by June 2009 to enhance Bowdoin's academic program by adding faculty and by focusing resources on the faculty/student experience, faculty scholarship, and the intellectual life of the College. Mills has made improved access to Bowdoin a campaign priority by devoting nearly one-third of the funds raised to student financial aid. Mills has also emphasized sustainability efforts at the College through the construction of "green" facilities and other conservation efforts.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802-1807
Jesse Appleton	1807-1819
William Allen	1820-1839
Leonard Woods, Jr.	1839-1866
Samuel Harris	1867-1871
Joshua L. Chamberlain	1871-1883
William DeWitt Hyde	1885-1917
Kenneth C. M. Sills	1918-1952
James S. Coles	1952-1967
Roger Howell, Jr.	1969-1978
Willard F. Enteman	1978-1980
A. LeRoy Greason	1981-1990
Robert H. Edwards	1990-2001
Barry Mills	2001–

Admission to the College

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

> Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.
>
> At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will have taken courses in the arts, music, and computer science. We strongly recommend that students have keyboard training.

Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations, application and essays, overall academic potential, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

Application materials include the Common Application and the Bowdoin Supplement. Both forms are available on the Bowdoin Web site at www.bowdoin.edu/admissions/ or by request. The Common Application is also available through high school guidance offices. Copies of the full application or Bowdoin supplementary materials may be obtained by contacting the Office of Admissions, or through the Bowdoin College Web site (www.Bowdoin.edu).

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation Forms. The Bowdoin Supplement includes a supplementary essay, a Mid-Year School Report, optional Arts and Athletics supplements, and the Early Decision form if applicable. Those who wish to be considered for financial aid must file the College Scholarship Service PROFILE online. Applicants for admission must also submit the $60 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee ($60) as early as possible in the senior year. The deadline for receiving regular applications is *January 1*. In addition to the primary essay required as part of the Common Application, Bowdoin requires that candidates submit a supplementary essay describing their expectations of their academic journey at Bowdoin.

2. *School Report:* The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations:* Each candidate is required to submit two teacher recommendations, which should be completed by two academic subject teachers and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores:* Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. In recent years, approximately 15 percent of Bowdoin's accepted applicants decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for ensuring that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Students may report test scores in the section provided on the common application form and should also arrange for an official report of the scores to be sent by the testing agency. Students choosing to submit their SAT I (Reasoning Test) or ACT and SAT II (Subject Test) scores should complete all examinations no later than January of the senior year.

Students who choose not to have their standardized test scores considered by Bowdoin must notify the Admissions Office in writing no later than the appropriate application deadline.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling. (See also Home-Schooled Applicants, page 11.)

5. *Visit and Interview:* A personal interview at Bowdoin with a member of the admissions staff, a senior interviewer, or an alumnus or alumna is *strongly encouraged* but not required. If a campus visit is not possible, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide an interview that is closer to home. (For further information on BASIC, see page 302.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential can often be helpful to the Admissions Committee. A number of carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments during the summer months and from September into December. On-campus interviews are available from the third week in May through early December.

6. *Notification:* All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any first-year candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a $300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard College Board form.

Early Decision

Each year Bowdoin offers admission to approximately 30 to 40 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must include the Early Decision supplement form, indicating that they wish to be considered for Early Decision and that they *will enroll if admitted*. Early Decision candidates may file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted under an Early Decision plan.

2. The Common Application, Bowdoin Supplement, and essays, accompanied by the Early Decision supplement, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of $60 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's PROFILE will be notified of the amount of their award along with their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement.

5. An Early Decision acceptance is contingent upon completion of the senior year in good academic and social standing.

6. Applicants who are not accepted under the Early Decision program may be deferred to the regular applicant pool for an additional review. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, candidates may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admission.

7. Responsibility for understanding and complying with the rules for Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College may rescind any offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the dean of admissions by May 1, explaining the reasons for delaying matriculation. It is Bowdoin's practice to honor most of these requests and to hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at other colleges or universities and may not apply for admission to other institutions during the deferral year. A $300 nonrefundable admissions deposit must accompany the deferral request. Financial aid candidates must reapply for aid following the deferral.

Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement and International Baccalaureate results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate Program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are **required** to submit SAT I (Reasoning Test) or ACT and SAT II (Subject Test) test results. SAT Subject tests should include Math IC or Math IIC and a science. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 2006–2007, approximately 500 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Common Application, the required essays, and the International Student Supplement, which is available from the Admissions Office or from the Bowdoin College Web site.

2. Students whose first language is not English must submit official results of the Test of English as a Foreign Language (TOEFL) by the appropriate deadlines.

3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form or the Bowdoin International Financial Aid Form or Canadian students who submit the Canadian Financial Aid Form (both available on the Bowdoin Web site) when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has limited scholarship funds for students who are not U.S. citizens or U.S. permanent residents. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these financial aid packages is intense. **Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.**

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Transfer Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Transfer Student Supplement (available from the Admissions Office or Bowdoin's Web site) with the $60 application fee by March 1 for fall admission. **International students** should file the application by March 1 for fall admission and include the Transfer Student Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in late April.

2. Transfer candidates usually present academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C– or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the registrar's office and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. **U.S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's PROFILE by March 1. **International applicants** for aid must file either the College Scholarship Service Foreign Student Financial Aid Form or the

Bowdoin International Financial Aid Form (available on the Bowdoin Web site) by March 1. **Canadian applicants** must submit the Canadian Financial Aid Form (available on the Bowdoin Web site).

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. Special students are billed at a per course rate for up to two courses per term. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the $60 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

APPLICATION FOR FINANCIAL AID

Need-Blind Admissions Policy

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and to meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.

For the past decade, financial need has *not* been a criterion in the selection of candidates for admission, with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

Procedure for Application for Financial Aid

Students who wish to be considered for financial aid must apply each year. The primary financial aid application is the College Scholarship Service PROFILE. In addition, the Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for federal grant and loan programs. Application deadlines for entering students are listed below. Returning students will receive on-line instructions regarding their renewal application in January.

Cost should not discourage students from applying to Bowdoin College. Through its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In recent years, approximately 40 percent of the student in entering classes were awarded need-based grants. The average award of grant, loan, and job was approximately $30,000. The amount of assistance intended to meet the individual's need is calculated from the information in the College Scholarship Service's PROFILE. Additional information about Bowdoin financial aid can be found on pages 16–20. Financial aid information is mailed with letters of admission.

Summary of Application Deadlines

Application materials for admission and financial aid include the completed Common Application, Bowdoin Supplement, and supplementary essay, the Foreign Student Financial Aid Application, the College Scholarship Service (CSS) PROFILE, and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application, Bowdoin Supplement, and supplementary essay, CSS PROFILE, and most recent federal tax returns

April 15: FAFSA

Early Decision II

January 1: Common Application, Bowdoin Supplement, and supplementary essay, CSS PROFILE, and most recent federal tax returns

April 15: FAFSA

Regular Admission

January 1: Common Application, Bowdoin Supplement, and supplementary essay
February 15: CSS PROFILE, FAFSA, and most recent federal tax returns

Note: Canadian students should file the Canadian Financial Aid Form, available on the Bowdoin Web site, and Canadian tax returns instead of the Foreign Student Financial Aid Form.

International Applicants

First-Year Students:
January 1: Common Application and supplementary essay, International Student Supplement, Transfer Supplement if applicable, TOEFL Report, International or Canadian Financial Aid Form.

Transfer Applicants

Fall: March 1: Common Application and supplementary essay, Transfer Supplement, CSS PROFILE, FAFSA, and most recent federal tax returns; International Student Supplement and International or Canadian Financial Aid Form for international applicants

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. (207) 725–3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. (207) 725–3273; FAX: (207) 725–3864.

Financial Aid

Bowdoin College's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education.

Because Bowdoin believes that students who receive financial aid as grants should also be responsible for a portion of their expenses, loans and student employment will generally be part of the financial aid award. On-time submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Need-Based Aid

Bowdoin's policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veterans' benefits.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the admission process. Because spending history is Bowdoin's only guide, there is no guarantee that budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need. For the past decade, financial need has not been a criterion in the selection of candidates for admission, with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

Bowdoin's Financial Aid Resources

Approximately 65 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. In 2006–2007, from funds it administers, Bowdoin distributed a total of about $21,620,500 in need-based grants, loans, and earnings. Grants from all sources totaled about $18,750,000 in 2006–2007 and were made to approximately 40 percent of the student body. In the Class of 2011, approximately 40 percent of the entering class of 480 students was awarded need-based grants. The average award of grant, loan, and job was $30,900.

Long-term loans continue to be an integral part of financial aid, supplementing grant resources. The College provides about $1,815,550 to aid recipients each year from loan funds under its control; another $1,046,650 in loan aid comes from private lenders under the terms of the Federal Stafford program.

Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

Eligibility for Aid

Approximately 40 percent of Bowdoin students qualify for grant aid on the basis of need and eligibility. To be eligible for grant aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis; and
2. Demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is normally eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its discretion, award a ninth semester of aid.

Determination of Need

Financial need is the difference between Bowdoin's costs and family resources. Bowdoin determines a student's financial aid award from information submitted on the CSS Profile, federal FAFSA, and federal income tax returns (see Applying for Aid, pages 19–20).

Both parents or legal guardians are responsible for the student's educational expenses, according to their finacial ability to contribute. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student-owned assets are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation.

The College expects students to earn money during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

TYPES OF AID AWARDS

First-Year Student Awards

About 200 entering students each year are offered prematriculation awards to help them meet the expenses of their first year. Recently these awards have ranged from $1,000 to $44,550. As noted above, some awards are direct grants, but most also include loan offers. Candidates are normally notified of a prematriculation award when they are informed of the decision on their applications for admission.

Upperclass Awards

All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by the published deadlines each year. Grant awards change each year as a function of changes in costs, total family income, net worth including home and business equity, family size, and number of children attending undergraduate college on a full-time basis. For a more complete description of Bowdoin's financial aid program, see Financial Aid at Bowdoin, available on the Student Aid Web site (www.bowdoin.edu/admissions/studentaid).

Bowdoin National Merit Scholars

Bowdoin National Merit Scholars who demonstrate financial need each year at Bowdoin receive a renewable $2,000 award. A scholar's remaining need is met with Bowdoin grant, a modest level of campus employment, and no student loan. Winners of these awards who do not demonstrate financial need at Bowdoin receive a $1,000 recognition award, renewable each year.

National Achievement Finalists who enroll will receive the same grants and loan-free packages offered to National Merit Scholars.

Student Loans

Bowdoin financial aid awards include Perkins loan, Stafford loan or Bowdoin Student Loan money. Bowdoin determines which student loan source best meets a student's needs. Most students will be offered loan money from the same fund for their four years at Bowdoin. Interest rates are low and monthly payments are deferred until after graduation.

With the exception of Stafford loans, no special loan application is needed. Students sign a master promissory note before September 1 of their first year. As long as eligibility continues, students receive advances against this promissory note each semester. Students are not required to borrow loan money if savings from summer work or other family resources can pay this portion of the bill.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from campus earnings. These earning expectations are included in the financial aid award. The student may choose to work or not; this decision has no effect on the grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates, including direct employment at Bowdoin and by outside agencies represented on the campus or located in the community. Employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. There are over 1,000 campus jobs available is College departments and offices. The annual student payroll currently stands at about $1,500,000.

To learn more about student employment, see www.bowdoin.edu/seo.

Foreign Student Awards

Bowdoin has a limited number of financial aid awards dedicated to foreign students. To be considered for these awards, the student must file the College Scholarship Service's Foreign Student Financial Aid Application or the International Financial Aid Form, which is available on the Bowdoin Web site. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit the Canadian Financial Aid Form available on the Bowdoin Web site.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs previously mentioned. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

Veterans Benefits

The degree programs of Bowdoin College are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for benefits (GI Bill) from the U.S. Department of Veterans Affairs. Students who request veterans' educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Office of Financial Aid.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. In 2006–2007, Bowdoin provided $366,000 in graduate scholarship assistance to 82 students. Further information about these scholarships is available through the Student Aid Office.

AID APPLICATION AND DEADLINES

Students who wish to be considered for financial aid must submit an application each year. All candidates for aid who are United States citizens must submit the College Scholarship Service PROFILE form by the date specified. U.S. citizens must also file the FAFSA (Free Application for Federal Student Aid).

International candidates must file the College Scholarship Service's (CSS) Foreign Student Financial Aid Application or the Bowdoin International Financial Aid Form, available on the Bowdoin Web site, concurrently with their application for admission. Canadian applicants must file the Canadian Financial Aid Form, also available on the Bowdoin Web site.

Whether or not a student receives financial aid from Bowdoin, long-term, low-interest loans under the Federal Stafford Loan program are available. Such loans are generally provided by private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the FAFSA and the PROFILE, they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 forms each year. The College's financial aid officers will not take action on any aid application until sufficient documentation has been submitted.

Application Deadlines

To be considered for financial aid, applicants should submit their complete application for admission and all required aid application forms by the appropriate deadlines. More information is provided on the Bowdoin Web site at www.bowdoin.edu/admissions/studentaid). See Admissions, page 14, re application deadlines for admission. Deadlines for financial aid forms as are follows:

Early Decision I: and Spring Transfer : November 15

Early Decision II: January 1

Regular Admission and Fall Transfer: February 15

Returning Students: April 15

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Guide available online at http://www.bowdoin.edu/studentaid, and upon request. Questions about Bowdoin's aid programs may be addressed to the director of student aid.

Expenses

COLLEGE CHARGES

Fees for the 2007-2008 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	**Full Year**
Tuition*	$17,995.00	$35,990.00
Housing	2,310.00	4,620.00
Board (19-meal plan)	2,635.00	5,270.00
Student Activities Fee*	190.00	380.00
Class Dues*:		
Seniors	30.00	60.00
Other classes	15.00	30.00
Technology Fee**	50.00	100.00
Health Insurance *(See Health Care section, page 23.)*		

* Required fees for all students.

** Applicable only to students in College housing.

Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2007–2008 is $1,000 per program. The fee is waived for students attending the ISLE Program in Sri Lanka or the SITA Program in India.

Registration and Enrollment

All continuing students are required to register for courses during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a $20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of $20 is assessed for late submission of the Enrollment Form.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 16–20.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The Director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs, occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal, 14-meal, or 10-meal residential board plan. First-year students are required to take the 19-meal plan for their entire first year on campus. Students living in College apartments or off campus may purchase a nine-meal or declining balance board plan or one of the residential plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The basic, full-year accident and sickness insurance plan costs $1,000. The cost for the extended plan is $1,332.

A pamphlet specifying the coverage provided by the student health policy is available from the Health Center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with Campus Safety and Security. The registration decals cost $40 for students. Vehicles must be registered each academic year. Failure to register a motor vehicle will result in a $25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance and provide proof of insurance at the time of registration. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current for semester enrollment and course registration to occur. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, page 40). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are sent in July and December, respectively. Payment for each semester is due 30 days from the billing date. Bills are sent to the student unless the Bursar is requested in writing to direct them to someone other than the student.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from three outside installment payment plan agencies offered. The plans offered are through Academic Management Services (AMS), Key Education Resources, and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

A Liberal Education at Bowdoin College

In 1906, Bowdoin's president, William DeWitt Hyde, wrote "The Offer of the College":

> To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of others' work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends...who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends – this is the offer of the college.

This offer spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century. Many elements of it still have currency one hundred years later. At the beginning of the twenty-first century, a vastly changed College in a dramatically altered world provides a related but expanded offer – of intellectual challenge and personal growth in the context of an active and engaged learning community closely linked to the social and natural worlds.

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry – the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas – on conversation and questioning – that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the twenty-first century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.

Although a liberal education is not narrowly vocational, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and capable citizens.

A student in a residential liberal arts college is removed from many of the immediate responsibilities of daily adult life, making the four years of education extraordinarily privileged ones. Such an education, however, must engage that world — both contemporary and historical, both local and global. This engagement comes through individual and group research, service-learning, volunteer activities, summer internships, off campus study, and more.

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry — to taking independent and multi-faceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.

The Curriculum

Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution requirements, and the requirements of a major field of study. The distribution requirements encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives; the major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Students choose a major, using the departmental or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth. Furthermore, they must distribute their courses across the curriculum in order to broaden awareness of the varying ways that academic fields make sense of the world.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The College requires students to seek breadth in their education through a modest set of distribution and division requirements that stimulate students to explore the curriculum more widely on their own. To graduate, a student must also complete an approved major.

Designing an education is an education in itself. The most fulfilling liberal arts education cannot be fully planned before the first day of class because such mapping would not permit the many new paths for exploration that students discover as they learn about unfamiliar fields, find exciting questions and ideas, and uncover unanticipated interests and talents. Nor can a challenging education emerge if a student selects courses one by one each semester; a liberal education is much more than the sum of thirty-two credits. Bowdoin College permits a wide set of choices to enable students to broaden their views of the world and of their own talents and interests, and to deepen their knowledge and capacities. Designing an education thus requires self-examination, careful thought, substantial flexibility, some intellectual daring, and the wise counsel of academic advisors.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors by early in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

All students prior to the Class of 2010 should consult the 2005–2006 Catalogue or the Office of the Registrar for information about their academic requirements for the degree. Information is also available at www.bowdoin.edu/registrar, and personalized information for students is available on the student information Web site at www.bowdoin.edu/registrar/bearings.

To qualify for the bachelor of arts degree, a student entering as a member of the Class of 2010 or later must have:

Successfully passed thirty-two full-credit courses or the equivalent;

Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;

By the end of the second semester in college, completed a first-year seminar;

Completed at least one course in each of the following five distribution areas—mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college;

Completed at least one course in each of the following three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and

Completed an approved major.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take at least one course in each of the following five distribution areas:

Mathematical, Computational, or Statistical Reasoning. These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area. (Designated by **MCSR** following a course number in the course descriptions.)

Inquiry in the Natural Sciences. These courses help students expand their scientific literacy through an acquaintance with the natural sciences and with the types of inquiry in those disciplines, developed by engagement in active and rigorous study of scientific problems. (Designated by **INS** following a course number in the course descriptions.)

Exploring Social Differences. These courses develop awareness, understanding, and skills of analysis for examining differences such as those in class, environmental resources, ethnicity, gender, race, religion, and sexual orientation across and within societies and the ways that these are reflected in and shaped by historical, cultural, social, political, and economic processes. (Designated by **ESD** following a course number in the course descriptions.)

International Perspectives. These courses assist students in gaining a critical understanding of the world outside the United States, both contemporary and historical. (Designated by **IP** following a course number in the course descriptions.)

Visual and Performing Arts. These courses help students expand their understanding of artistic expression and judgment through creation, performance and analysis of artistic work in the areas of dance, film, music, theater, and visual art. (Designated by **VPA** following a course number in the course descriptions.)

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better, and courses may be taken on a Credit/D/Fail basis. Students may not count the same course toward more than one Distribution Requirement.

DIVISION REQUIREMENTS

Students must take at least one course from each of the following three divisions of the curriculum.

Natural Science and Mathematics: Designated by the letter ***a*** following a course number in the course descriptions.

Social and Behavioral Sciences: Designated by the letter ***b*** following a course number in the course descriptions.

Humanities (in addition to the required course on the Visual and Performing Arts): Designated by the letter ***c*** following a course number in the course descriptions.

Like the Distribution Requirements, Division Requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. A course will be counted as meeting a Division Requirement if a student earns a grade of D or better, and courses may be taken on a Credit/D/Fail basis.

THE MAJOR PROGRAM

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 52. Interdisciplinary majors are described beginning on page 206.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until the fourth semester of their college enrollment. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies
Anthropology
Art History
Asian Studies
Biochemistry
Biology
Chemistry
Classics
Classical Archaeology
Classical Studies
Computer Science
Economics
English
French
Gender and Women's Studies
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Neuroscience
Philosophy
Physics
Psychology
Religion
Romance Languages
Russian
Sociology
Spanish
Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see pages 134–35.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

Art History and Archaeology
Art History and Visual Arts
Chemical Physics
Computer Science and Mathematics
English and Theater
Eurasian and East European Studies
Geology and Chemistry
Geology and Physics
Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 206–10.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of the Registrar. Student-designed majors require the approval of the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies
Asian Studies
Anthropology
Art (Art History or Visual Arts)
Biology
Chemistry
Classics (Greek, Latin, Classics,
  Archaeology, or Classical Studies)
Computer Science
Dance*
Economics
Education* (Education Studies
  or Teaching)
English
Environmental Studies
Film Studies*
Gay and Lesbian Studies*
Gender and Women's Studies
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Philosophy
Physics
Psychology
Religion
Russian
Romance Languages
  (French, Italian, or Spanish)
Sociology
Theater*

* *These programs offer only a minor*

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the Dean of Student Affairs and the Senior Vice President for Finance and Administration and Treasurer.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the demand for the course exceeds the enrollment limit. Otherwise, Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Dudley Coe Health Center or the Counseling Office. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of the Registrar. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved Honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King, Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2007:	
Rosh Hashanah*	September 12–14
Yom Kippur*	September 21–22
2008:	
Martin Luther King, Jr. Day	January 21
Good Friday	March 21
Easter	March 23
First Day of Passover*	April 19

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum size limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of the Registrar by 5:00 P.M. on the day specified in the registration instructions. Students receive initial notification of their courses within a few days, and Phase II Registration then gives students the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of the Registrar Web site provides the necessary schedules and forms so that registration may be done electronically. All registration information may be found on the Web site at *www.bowdoin.edu/registrar.*

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form

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**Holidays begin at sundown on the earlier date shown.*

may be removed from all classes and barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms returned late are subject to a $20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a $20 late fee.

Once classes begin, students may adjust their course schedules by submitting an add/drop card to the Office of the Registrar. Students have two weeks to make the necessary adjustments to their schedules. An instructor will allow a student to add a course if the following three conditions have been met: 1) the student has the necessary qualifications, including but not limited to the course prerequisites; 2) the approved maximum class size limit has not been reached; and 3) the student and instructor have agreed on how missed class material and assignments will be managed. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a $20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students are expected to monitor their records on Bearings, the College's student information system; this includes monitoring the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293,** or **294.** An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of the Registrar at the close of the semester. Grade reports are available to students on Bearings shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/D/Fail Option

A student may choose to take a limited number of courses on a Credit/D/Fail basis as opposed to a graded basis. Courses to be taken on a Credit/D/Fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

Each semester, a student may elect no more than one course of the normal four-credit course load on a Credit/D/Fail basis, although a student may elect a fifth course any semester on a Credit/D/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/D/Fail basis; courses in excess of the thirty-two required may be taken for Credit/D/Fail without limit as to number. Courses that can only be taken Credit/D/Fail (music ensemble and dance and theater performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/D/Fail basis. No course may be changed from graded to Credit/D/Fail or vice versa after the sixth week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If approved, the Incomplete Agreement Form is signed by all necessary individuals, and a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of the Registrar will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty may communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately seek out his or her instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of the Registrar will furnish official transcript copies upon written request. There is no charge for transcripts unless materials are requested to be sent by an overnight delivery service.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. Also, students have access to their academic records on Bearings, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in his or her records.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 36, above.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In cases when a student's academic standing changes, copies of correspondences with the student that outline the student's academic standing are sent to the student's parents or guardian.

Academic Probation

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester;
2. Receive one D while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four graded full-credit courses while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester;
2. Receive one F or two Ds while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests twice each year, once in late July and once in mid-December. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of the Registrar will send course information to the student's permanent address unless an alternative address has been provided. The student will be unable to participate in course registration until the first day of classes of the semester in which he or she returns. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.

4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.

5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Materials will be sent to their permanent address unless an alternative address has been provided. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office and online at www.bowdoin.edu/studentaffairs/. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical/Personal Leave of Absence

Medical and emotional circumstances sometimes force students to temporarily interrupt their Bowdoin education and take a medical leave of absence. To initiate a request for a medical leave, the student or his/her advocate (advisor, parent, member of the Health Center or Counseling Center staffs, etc.) should contact a dean who will coordinate the leave and subsequent readmission. Approvals for a medical leave of absence and the conditions associated with the leave will be provided in writing to the student by the dean.

Normally, the College discourages students on medical leave of absence from transferring course credit back to Bowdoin. The dean's office will allow a limited course load (one or two Bowdoin-approved courses) if the student has the support of his/her health care provider. All such requests should be made in writing to the student's dean and should include a letter from the student's health care provider expressing support. Refer to "Transfer of Credit from other Institutions" for important details about the transfer of credit process. Petitions to take more than two courses are seldom granted and must be approved by the Recording Committee.

While on medical leave, students may take courses with the permission of the dean of student affairs and as long as this does not interfere with their recovery and ability to return to Bowdoin. Once a student is readmitted, the Office of the Registrar will send course information to his or her permanent address unless an alternative address has been provided. Students on medical leave will be ineligible for housing until after they have been readmitted; however there is no guarantee that College housing will be available at that time.

Students on medical leave are not considered enrolled at Bowdoin and are expected to leave the College community. Further, they are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are permitted to submit applications for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted. Students on medical leave retain financial aid eligibility if they adhere to College deadlines.

Involuntary Medical/Personal Leave of Absence

In unusual circumstances, the dean of student affairs or his or her designee may place a student on an involuntary leave of absence. A student who has any illness, behavior, or condition that might endanger or damage the health or welfare of the student or any other member of the college community; or whose illness, behavior, or condition is such that it cannot be effectively treated or managed while the student is a member of the college community, may be subject to an involuntary leave of absence for medical reasons. In addition, a student who is not attending class or making satisfactory academic progress may be placed on an involuntary medical/personal leave at the dean's discretion.

Students unable to pay their college bills may be subject to an involuntary leave of absence for financial reasons.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study beginning on page 48.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence, or Internet programs, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on an ungraded basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of the Registrar in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Graduation

Students must complete and submit to the Office of the Registrar the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee.

The Readmission Committee

The Readmission Committee meets twice a year, in early August and in mid-December, to consider the petitions of students who are seeking to return from Academic Suspension, Disciplinary Leave, and/or Medical/Personal Leave of Absence. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on Academic Suspension, Disciplinary Leave, and/or Medical/Personal Leave of Absence are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by the Office of the Dean of Student Affairs.

The Center for Learning and Teaching

Bowdoin College has a group of programs developed to support learning and teaching throughout the curriculum. The three programs and the ESL tutor are housed together in 102 Kanbar Hall and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The Baldwin Program, the Quantitative Skills Program, the Writing Project, and the ESL tutor are described below.

The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the program offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

In addition, the Baldwin Program for Academic Development provides a resource for faculty on teaching methods, pedagogical innovations, and student learning styles and needs. The director works with the Committee on Teaching and others to develop programs that support faculty members in their efforts to understand and improve learning in their classrooms.

Quantitative Skills Program

The Quantitative Skills (Q-Skills) Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The Q-Skills Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the Director of Quantitative Skills and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning distribution requirement. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The Q-Skills Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the Q-Skills Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as intelligent, empathetic readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the early draft and the assistant's comments. Students in any course may also reserve conferences with a writing assistant in the Writing Workshop held Sunday through Wednesday evenings.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connnor, director of the Writing Project, or visit the Writing Project Web site.

ESL Writing Tutor

Students who are multi-lingual or who have parents who are non-native speakers of English may work with the ESL writing tutor. They may seek help with understanding assignments and reading strategies; grammar; outlining, revising, editing; and the conventions of scholarly writing.

Special Academic Programs

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students can combine art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions. Interested students should speak with members of the Visual Arts Division of the Department of Art, with Jill Pearlman in the Environmental Studies Program, or with members of the Career Planning Center staff as early in their Bowdoin careers as possible.

Arctic Studies

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Engineering (3-2 Option; 4-2 Option)

Bowdoin College arranges shared studies programs with the School of Engineering and Applied Science of Columbia University, the Thayer School of Engineering at Dartmouth College, and the California Institute of Technology (Caltech). In addition, a new program of shared studies in engineering available for students from Maine is being offered with the University of Maine at Orono. The successful student earns a bachelor of science degree from the engineering school after completing the two years of the engineering program and earns a bachelor of arts degree from Bowdoin in either their fourth or fifth year, depending on the program.

Qualified students in the shared studies program may transfer into the third year of the engineering program at Columbia or the University of Maine after three years at Bowdoin. Columbia also offers a 4-2 option, which allows students to complete their senior year at Bowdoin before pursuing a master's degree at Columbia.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth's Thayer School of Engineering.

Caltech invites students of superior academic achievement from a select group of liberal arts colleges to apply to their 3-2 Program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

Also, students may apply as regular transfer students into any nationally recognized engineering program. All students must take **Physics 103, 104, 223, 229, 300** or **Mathematics 224; Chemistry 109; Mathematics 161, 171,** and **181**; and **Computer Science 103** or **107**. They are also expected to have completed at least ten semester courses outside of mathematics and science, one of which should be in economics.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills — their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2007–2008 academic year can be found on pages 147–57.

Health Professions Advising

The Office of Health Professions Advising provides students and recent graduates information and guidance regarding a wide range of opportunities in health care. First-year students interested in the health professions are encouraged to attend an introductory meeting during orientation. The office sponsors panel discussions with health care providers, presentations by admissions officers, and a variety of workshops throughout the year to inform all students of their options and of the requirements for entry into each field. The director is available to meet with students in scheduled appointments. Assistance is offered with such issues as the selection of courses, the pursuit of relevant experience outside the classroom, and the application process.

Advisory networks of health care professionals in the Brunswick area and of alumni/ae in the health professions nationwide afford opportunity for career exploration, and the Health Professions Advising Web site contains links to many professional associations. A variety of books and directories are available in both the Office of Health Professions Advising and in the Career Planning Center. For further information, see the office's Web site at www.bowdoin.edu/healthprofessions.

Legal Studies

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; Craig McEwen, Department of Sociology and Anthropology; Wil Smith, associate dean of multicultural student programs; George S. Isaacson '70, Esq.; Sherry Fowler, sailing coach; and James Westhoff, assistant director of the Career Planning Center. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process. The Career Planning Center's resource library has excellent resources about law schools and careers in the legal field.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin. For further information, refer to the pre-law Web page at www.bowdoin.edu/cpc/gradschool. Students interested in the Columbia program should meet with Professor Morgan during their first year at Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Education Department. Because courses in education, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on a ninth semester option for student teaching, see pages 114–15.) An extensive resource library in the Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

Off-Campus Study

Students are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult the online *Guidelines for Off-Campus Study* published by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than February 21. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 21). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the options list of approximately 100 programs and universities kept by the Office of Off-Campus Study. See below for information on programs in which Bowdoin students participate by special arrangement with the sponsoring institutions.

American University Washington Semester Program

The Washington Semester Program, based at American University's Tenley campus in Washington, D.C., offers semesters on several topics, including American Politics, Economic Policy, Foreign Policy, International Environment and Development, Justice, Peace and Conflict Resolution, and Public Law. Courses are taught by American University faculty. Students who wish to apply must be nominated by Bowdoin's program representative, Janet Martin, in the Department of Government and Legal Studies.

Hamilton College Junior Year in France

The Hamilton College Junior Year in France offers a combination of courses in the various institutes and divisions of the University of Paris and in-house courses taken with students of the program. Hamilton College French professors direct the full-year program on a rotating basis.

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under a consortial arrangement managed by Duke University, ICCS operates two semesters each academic year; students generally enroll for one semester during their junior year.

Institute for the International Education of Students (IES)

IES operates semester and full-year programs in several foreign countries, with courses in the humanities, languages, social sciences, natural sciences, mathematics, and fine arts. In most cases, IES offers a combination of classes taught expressly for Institute students and regular course offerings at a local partner university. IES programs approved for participating Bowdoin students include those in Buenos Aires (Argentina), Vienna (Austria), Nantes (France), Berlin and Freiburg (Germany), Milan and Rome (Italy), Nagoya (Japan), and Granada, Madrid, and Salamanca (Spain).

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program, in Kandy, Sri Lanka (the tropical island off the southern tip of India), is a consortial program of leading liberal arts colleges affiliated with the University of Peradeniya, and for which Bowdoin is the agency college. In each of the fall and spring semesters, ISLE provides twelve to eighteen students with the opportunity to study Sinhala (language), art, archaeology, Buddhism, economics, environmental studies, folklore, history, literature, politics, dance, drumming, and pursue independent study. Students live with hospitable Sri Lankan families, take courses designed for them by leading university professors, and tour important archaeological and other sites relevant to their study.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program each fall at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of several electives. Students use the skills learned throughout the semester to develop and conduct independent team research projects.

South India Term Abroad (SITA) Program

The SITA Program operates in Tamil Nadu, India. SITA offers one-semester programs in fall and spring, as well as a full-year program. Participants live with host families and tour several regions in South India. Course offerings include language, social and political issues, religion and art, literature, field work, and independent study. Students prepare throughout the semester for the culminating month-long independent study project, and gain significant experience in interviewing, as well as other field methods.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students also take Comparative Public Policy: The Swedish Model and the European Union. Other courses offered typically include Women, Swedish Society, and Culture; Swedish and European Cinema; Politics and Nationalism in Eastern Europe; and Environmental Policy.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, or Wheaton Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute.*

Courses of Instruction

THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: Courses that are not currently scheduled for a definite semester, but which have been offered within the past two consecutive years, are enclosed in brackets.

* On leave for the fall semester.
** On leave for the spring semester.
† On leave for the entire academic year.
a: Satisfies one semester of the division requirement for natural science and mathematics.
b: Satisfies one semester of the division requirement for social and behavioral sciences.
c: Satisfies one semester of the division requirement for humanities.
d: Satisfies one semester of the distribution requirement for non-Eurocentric studies.

Note: A few courses have no letter designation. These courses may count toward graduation requirements, but do not meet division requirements.

MCSR: Satisfies the distribution requirement for Mathematical, Computational, or Statistical Reasoning.
INS: Satisfies the distribution requirement for Inquiry in the Natural Sciences.
ESD: Satisfies the distribution requirement for Exploring Social Differences.
IP: Satisfies the distribution requirement for International Perspectives.
VPA: Satisfies the distribution requirement for Visual and Performing Arts.

Prerequisites: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Intermediate independent study
300–399	Advanced courses and senior seminars
401–404 451–452	Advanced independent study: Original or creative projects and honors courses

Africana Studies

Administered by the Africana Studies Committee;
Peter Coviello, Program Director and Chair
(See committee list, page 350.)

Joint Appointment with English: Visiting Assistant Professor Dan J. Moos
Joint Appointment with English: Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer Jarrett H. Brown

Africana Studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101**, **102**, or **103**; **Sociology 208** or **Anthropology 233**; **English 260**, **261**, **263**, or **275**; **History 236**, **237**, or **243**; and **History 262** or **264**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program. No more than one sub-100-level course may count toward the major. Neither courses taken Credit/D/Fail nor courses in which the student receives a grade of D are accepted for the major.

In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana studies consists of five courses in the Africana Studies Program, one of which will be an introductory course (one of **Africana Studies 101**, **102**, or **103**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department. Neither courses taken Credit/D/Fail nor courses in which the student receives a grade of D are accepted for the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

10b,d. Racism. Fall 2007. Roy Partridge.
(Same as **Sociology 10**.)

16c,d. From Montezuma to Bin Laden: Globalization and Its Critics. Fall 2007. David Gordon.
(Same as **History 16**.)

21c,d. Migration Narratives: Writers of the Caribbean. Spring 2008. Jarrett Brown.
(Same as **English 21**.)

[**25c. The Civil War in Film**. (Same as **History 25**.)]

Introductory, Intermediate, and Advanced Courses

101c,d. Introduction to Africana Studies. Fall 2007. Dan J. Moos.

Introduction to the field of Africana studies, with a particular focus on African American history, politics, sociology, literature, and culture. Material is covered chronologically, building a historically centered account of African American life in America from 1619 to the present. The goals of this class are: (1) to introduce students to the field, particularly those students considering the Africana studies major or minor; (2) to provide a broad sweep of the field in terms of content, methodology, and intellectual trends; and (3) to provide a general backdrop for understanding American history, politics, and culture.

121c - VPA. History of Jazz I. Every other year. Fall 2007. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 121**.)

122c - VPA. History of Jazz II. Every other year. Fall 2008. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 122**.)

138c,d. Music of the Caribbean. Fall 2007. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Latin American Studies 138** and **Music 138**.)

139c. The Civil War Era. Fall 2007. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **History 139**.)

206b - ESD. The Archaeology of Gender and Ethnicity. Fall 2007. Leslie Shaw.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and historic archaeological site research, including Native American and African-American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed and how ethnic identity is expressed through material culture. (Same as **Anthropology 206**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

207c,d - IP. Francophone Cultures. Every fall. Fall 2007. Karen Lindo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. (Same as **French 207** and **Latin American Studies 206**.)

Prerequisite: **French 205** or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2007. Seth Ovadia.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as **Sociology 208**).

Prerequisite: **Sociology 101**, **Africana Studies 101**, or **Anthropology 101**, or permission of the instructor.

210c - VPA. Topics in Jazz History: Louis, Dizzy, and Miles. Spring 2008. James McCalla.

Three great trumpet players, three different styles, three very different conceptions of what jazz is. Presents recordings from the 1920s to the 1990s, concentrating especially on the years 1945–1971, when all three men were active simultaneously. Extensive readings from biographies, autobiographies, and other critical literature. (Same as **Music 210**.)

Prerequisite: **Music 121** or **122**.

217b,d - ESD. Overcoming Racism. Spring 2008. Roy Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Sociology 217**.)

Prerequisite: **Sociology 10** or **101**, or **Anthropology 101**, or permission of the instructor.

[**220c - VPA. Dance Genres: African American Culture in Action**. (Same as **Dance 220**.)]

229c - ESD. Science and Race in Modern America. Spring 2008. David Hecht.

Explores the myriad ways that science has been used to construct, reinforce, or challenge notions of "race" in twentieth-century United States politics and culture. Since racial categories and divisions have been popularly presumed to have scientific basis, the politics of "race" cannot be understood apart from the histories of biology, genetics, and medicine. Examines a number of seminal moments in twentieth-century history—such as eugenics, intelligence testing, the Tuskegee Syphilis Study, the Bell Curve controversy, Nazi race science, and genetic engineering—to explore the variety of ways in which science variously mediated, supported, or questioned debates over race in twentieth-century America. (Same as **History 230**.)

233b,d - ESD, IP. Peoples and Cultures of Africa. Spring 2008. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Anthropology 233**.)

Prerequisite: One course in anthropology or **Africana Studies 101**.

236c,d - ESD. The History of African Americans, 1619–1865. Spring 2008. Spring 2009. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **History 236**.)

[**237c,d - ESD. The History of African Americans from 1865 to the Present**. (Same as **History 237**.)]

[**238c,d. Reconstruction**. (Same as **History 238**.)]

239c,d. Comparative Slavery and Emancipation. Fall 2007. Patrick Rael.

Seminar. Examines slavery as a labor system and its relationship to the following: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Spends some time considering how historians have understood these crucial issues. Non-majors invited. (Same as **History 239**.)

245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2008. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Gender and Women's Studies 245** and **History 245**.)

252c,d - VPA. Intermediate Topics in Ethnomusicology: Caribbean Music. Fall 2009. Joanna Bosse.

Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. (Same as **Latin American Studies 243** and **Music 252**.)

260c,d. African American Fiction: (Re)Writing Black Masculinities. Fall 2007. Mark Foster.

Well over a century ago, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." By employing a figure of speech known as chiasmus, Douglass highlights the extent to which African American male identity has historically rested on a troubling paradox: although black and white males share a genital sameness, the former inhabit a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. By examining a range of United States literary and other popular texts—from Douglass's 1845 narrative, to the 1980s interracial buddy film genre, to contemporary works by black and non-black, as well as by male and female writers—students examine the myriad cultural ramifications of this enduring paradox, including misogyny and homophobia. (Same as **English 260** and **Gender and Women's Studies 260**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

261c,d. African American Poetry. Every other year. Spring 2008. Elizabeth Muther.

African American poetry as counter-memory—from Wheatley to the present—with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices. (Same as **English 261** [formerly **English 276**].)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

262c,d - ESD, IP. Africa and the Atlantic World, 1400–1880. Fall 2007. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **History 262**.)

263c. Staging Blackness. Every other year. Spring 2008. Mark Foster.

Examines the history and contributions of African Americans to United States theater from the early blackface minstrel tradition, to the revolutionary theater of the Black Arts writers, to more recent postmodernist stage spectacles. Among other concerns, such works often dramatize the efforts of African Americans to negotiate ongoing tensions between individual needs and group demands that result from historically changing forms of racial marginalization. A particular goal is to highlight what Kimberly Benston has termed the "expressive agency" with which black writers and performers have imbued their theatrical presentations. Potential authors include Zora Neale Hurston, Langston Hughes, Lorraine Hansberry, Amiri Baraka, Ron Milner, Adrienne Kennedy, Ntozake Shange, George C. Wolfe, Anna Deavere Smith, Afro Pomo Homos, and August Wilson. (Same as **English 263**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

264c,d - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2008. David Gordon.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. (Same as **History 264**.)

[**265c,d - IP. Africa and the Indian Ocean World**. (Same as **History 265**.)]

266c,d. Topics in African American Literature: The Harlem Renaissance. Fall 2007. Elizabeth Muther.

Focuses on the African American literary and cultural call-to-arms of the 1920s. Modernist resistance languages; alliances and betrayals on the left; gender, sexuality, and cultural images; activism and literary journalism; and music and visual culture are of special interest. (Same as **English 266**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

Note: This course counts toward the major and minor in gender and women's studies.

267c,d - IP. African Environmental History. Spring 2008. David Gordon.

Seminar. Interrogates the myth of a pristine African environment by exploring the long history of human-environment interactions in sub-Saharan Africa. Themes include pre-colonial African environmental ideas, colonialism and the environment, controversies over conservation strategies and the establishment of "game reserves," globalization of the African environment, African urban environments, and the rise of post-colonial African environmental movements. (Same as **Environmental Studies 268** and **History 267**.)

[**269c,d - ESD, IP. After Apartheid: South African History and Historiography**. (Same as **History 269**.)]

273c. Queer Race. Fall 2008. Mark Foster.

Contemporary critics have argued that late nineteenth-/early twentieth-century understandings of same-sex desiring identities acquired early visibility through self-conscious analogies to racial categorization, i.e., a homosexual is like a mixed-race person: s/he is half one thing and half another. Such beliefs continue to endure to the present day. One of its legacies is the belief that struggles against racial oppression and sexual oppression are mutually exclusive. Through close readings of both popular and lesser-known lesbigay/transgendered narratives of the era, the course explores the cultural and theoretical implications of these beliefs, as well as the challenges they have sometimes presented to conceptualizing and implementing radical social change. Possible authors/texts include Radclyffe Hall, Gore Vidal, James Baldwin, Ann Bannon, Rita Mae Brown, Ann Allen Shockley, Patricia Nell Warren, Leslie Feinberg, James Earl Hardy, E. Lynn Harris, Audre Lorde, *Take Me Out: A Play*, *M Butterfly*, and *Noah's Arc*. (Same as **English 276** [formerly **English 273**], **Gay and Lesbian Studies 205**, and **Gender and Women's Studies 205**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, gay and lesbian studies, or gender and women's studies.

277c. Topics in Nineteenth-Century American Literature: Empire of Feeling. Every other year. Spring 2008. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers both how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin*. Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, Harper, and Du Bois. (Same as **English 252** [formerly **English 277**].)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

280b - ESD. Race, Biology, and Anthropology. Spring 2008. Scott MacEachern.

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as **Anthropology 280**.)

Prerequisite: **Anthropology 101**, **102**, or **Sociology 101**, or permission of the instructor.

291–294. Intermediate Independent Study in Africana Studies.

305c,d. Critical Race Theory. Spring 2008. Dan J. Moos.

Examines the concept of race and the ways in which this construction operates in the political, legal, and cultural arena. Engages an advanced interrogation of the history of race as a concept (particularly in the United States) and, through intellectual history, literary studies, sociology, philosophy, and legal studies, evaluates the shift from biological determinism to cultural construction in defining race. Explores, for example, the shifting tensions between race and gender, class, ethnicity, and nation as well as interrogating whiteness as normative and the problem of consciousness. Readings include works from W.E.B. DuBois, bell hooks, Cornel West, Judith Butler, Franz Fanon, Paul Gilroy, and others.

Prerequisite: One course in Africana studies or permission of the instructor.

322c,d. African American Literature and Visual Culture. Fall 2007. Elizabeth Muther.

Explores the semiotics of racial representation in African American literature and culture over the past century. Focuses on the instruments of militant image-making, both in literary and visual forms. Topics of special interest include "uplift" portrait photography, newspaper comic strips, and modernist resistance languages of the Harlem Renaissance; collage as a mid-century metaphor for invisibility and black subjectivity; and contemporary images—comics, narratives, and illustrations—that introduce alternative socio-political allegories. (Same as **English 322**.)

Prerequisite: One 200-level course in English or Africana studies, or permission of the instructor.

336c,d. Research in Nineteenth-Century United States History. Fall 2008. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25-30 page research paper. With the professor's consent, students may choose any topic in Civil War or African-American history, broadly defined. This is a special opportunity to delve into Bowdoin's rich collections of primary historical source documents. (Same as **History 336**.)

Prerequisite: One course in United States history.

[**360c,d. Religion and Politics in African History**. (Same as **History 360** and **Religion 360**.)]

401–404. Advanced Independent Study and Honors in Africana Studies.

Art

Professors: Thomas B. Cornell, Clifton Olds, Mark C. Wethli
Associate Professors: Linda J. Docherty; Pamela M. Fletcher, *Director, Art History Division;* James Mullen, *Chair;* Susan E. Wegner*
Assistant Professors: Michael Kolster, Stephen Perkinson
Visiting Assistant Professors: Meghan Brady, Meggan Gould, Anna H. Hepler, Wiebke N. Theodore
Joint Appointment with Asian Studies: Assistant Professor De-nin Deanna Lee
Lecturer: John B. Bisbee*
Adjunct Lecturer: Wade Kavanaugh
Department Coordinator: Dede Medlen

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 101**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; one from **Art History 209**, **210**, **212**, **213**, **214**, **215**, or **226**; one from **Art History 216**, **222**, **223**, **224**, or **232**; one from **Art History 240**, **241**, **242**, **252**, **254**, **262**, or **264**; one additional 200-level course; two 300-level seminars; and two additional art history courses numbered above **101**, one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 206.

Requirements for the Minor in Art History

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 101**; two 200-level courses; one 300-level course; and one additional art history course numbered above **101**.

Students must earn a grade of C– or better in order to have a course count toward the above majors and minor. No Credit/D/Fail courses will count toward the above majors and minor.

The major and the minor in visual arts are described on page 65.

COURSES IN THE HISTORY OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

12c. Picasso and Matisse. Spring 2008. Pamela Fletcher.

[**15c. Art Works, Artists, and Audiences.**]

[**19c. Questioning the Modern.**]

Introductory, Intermediate, and Advanced Courses

101c. Introduction to Western Art. Fall 2007. Stephen Perkinson.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors and minors in art history. This course is a prerequisite for most upper-level courses in the history of art.

103c,d - IP. Introduction to Asian Art and Architecture. Spring 2008. De-nin Deanna Lee.

A selected survey of art and architecture, primarily in South and East Asia from the Neolithic period to the modern era. Material ranges from ceramics and bronze vessels to temples and icons to narrative painting and public buildings. Considers individual works and sites in stylistic terms and within religious, political, and social contexts. Not open to students who have credit for **Art History 140** or **Asian Studies 140**. (Same as **Asian Studies 103**.)

[**130c,d - IP. Introduction to Art from Ancient Mexico and Peru**. (Same as **Latin American Studies 130**.)]

209c. Introduction to Greek Archaeology. Fall 2007. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101**.)

210c. Introduction to Roman Archaeology. Fall 2008. James Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102**.)

211c,d - VPA. The Arts of China. Fall 2007. De-nin Deanna Lee.

A chronological survey of ritual objects, sculpture, architecture, painting, and decorative arts in China from the Neolithic to the modern period. Topics include ritual practices and mortuary art, technologies of art and the role of trade, the impact of Buddhism, courtly and scholarly modes of painting, and popular and avant-garde art. (Same as **Asian Studies 211**.)

[**213c - VPA. Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, from the Third to the Twelfth Century**.]

214c - VPA. The Gothic World. Fall 2007. Stephen Perkinson.

Introduces students to art produced in Europe and the Mediterranean from the twelfth though the early fifteenth centuries. Following a general chronological sequence, investigates the key artistic monuments of this period in a variety of media, including architecture, painting, manuscript illumination, stained glass, sculpture, and the decorative arts. Explores a particular theme in each class meeting through the close analysis of a single monument or closely related set of monuments. Provides students with a conceptual framework that allows them to interpret both the monuments addressed in class, as well as those that they may encounter in their future studies.

Prerequisite: **Art History 101**.

215c. Illuminated Manuscripts and Early Printed Books. Spring 2008. Stephen Perkinson.

Surveys the history of the decorated book from late antiquity through the Renaissance, beginning with an exploration of the earliest surviving illuminated manuscripts in light of the late antique culture that produced them. Examines uses of books in the early Middle Ages to convert viewers to Christianity or to establish political power. Traces the rise of book professionals (scribes, illuminators, binders, etc.), as manuscript production moved from monastic to urban centers, and concludes with an investigation of the impact of the invention of printing on art and society in the fifteenth century, and on the "afterlife" of manuscript culture into the sixteenth century. Themes include the effect of the gender of a book's anticipated audience on its decoration; the respective roles of author, scribes, and illuminators in designing a manuscript's decorative program; and the ways that images can shape a reader's understanding of a text. Makes use of the Bowdoin Library's collection of manuscripts and early printed books.

216c. The Early Modern Printed Image. Spring 2008. Stephen Perkinson.

A 200-level seminar offering students a chance to work directly with fifteenth- to seventeenth-century European prints drawn from the collection of the Bowdoin College Museum of Art. Familiarizes students with the technical aspects of printmaking (e.g., the differences between etching and engraving); narrative strategies (e.g., sequential publications such as Albrecht D¸rer's Apocalypse illustrations); and the development of new modes of naturalism in print media (e.g., Rembrandt's use of light for both natural and dramatic effects). Addresses the social forces that inspired the invention of print media at the end of the Middle Ages, and that drove demand for printed images in the Early Modern era. A handful of sessions led by a member of the Visual Arts faculty provides hands-on experience with printmaking techniques. Assignments include written work, oral presentations, and contributions to the organization of an exhibition for the Museum's Becker Gallery (in the fall of 2008).

Prerequisite: One of the following: one art history course; **English 201, 202, 203, 204, 210** (same as **Theater 210**), **211** (same as **Theater 211**), **212** (same as **Theater 212**), **229** (formerly **English 222**), **223** (same as **Theater 223**), or **226** (same as **Gay and Lesbian Studies 226** and **Gender and Women's Studies 226**); **French 209**; **History 205, 206**, or **207**; **Italian 222**; **Religion 216** or **249** (same as **Gender and Women's Studies 238**); **Spanish 209** (same as **Latin American Studies 209**).

220c,d - VPA. Modern and Contemporary Art in China. Fall 2007. De-nin Deanna Lee.

Examines the multitude of visual expressions Chinese artists adopted, re-fashioned, and rejected during the political struggles of the twentieth century, from the May Fourth Movement of 1919 through the Cultural Revolution (1966–76) and (almost) to the present day. Major themes include the tension between identity and modernity, the relationship between art and politics, and the impact of globalization and an international art market. Part of the **Other Modernities** course cluster in the Asian Studies Program (see page 70). (Same as **Asian Studies 220**.)

Prerequisite: **Art History 101** or **110**, or permission of the instructor.

222c - VPA. Art of the Italian Renaissance. Spring 2008. Susan Wegner.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art History 101** or permission of the instructor.

[223c - VPA. The Arts of Venice.]

[224c - VPA. Mannerism.]

[226c - VPA. Northern European Art of the Fifteenth and Sixteenth Centuries.]

[232c. Art in the Age of Velázquez, Rembrandt, and Caravaggio.]

242c - Nineteenth-Century European Art. Spring 2008. Linda Docherty.

Painting and sculpture in Western Europe from 1750 to 1900 with emphasis on France, England, and Germany. Individual artists are studied in the context of movements that dominated the century: neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism. The influence of art criticism, the relationship between art and society, and the emergence of the avant-garde in this period are also discussed.

Prerequisite: **Art History 101** or permission of the instructor.

243c - VPA. Modern Architecture: 1750 to 2000. Fall 2008. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. Not open to students who have credit for **Environmental Studies 245**. (Same as **Environmental Studies 243**.)

252c. Modern Art. Spring 2008. Pamela Fletcher.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, and the Mexican muralists. Modernism is analyzed in terms of the problems presented by its social situation; its relation to other elements of culture; its place in the historical tradition of Western art; and its invocation of archaic, primitive, and Asian cultures.

Prerequisite: **Art History 101** or permission of the instructor.

[**254c. Contemporary Art**.]

256c - VPA. Women and Art. Fall 2007. Pamela Fletcher.

Considers the role of women as producers, viewers, and subjects of art from the Renaissance to the present. Topics include the tradition of the female nude, the rise of the Academies and their impact on women artists, the role of women as patrons of the arts, the gendered language of art criticism, the emergence of significant numbers of women artists in the twentieth century, and the impact of the women's liberation movement of the 1970s on the art world. (Same as **Gender and Women's Studies 258**.)

260c - VPA. Art and Life. Fall 2007. Linda Docherty.

A study of how visual images reflect, critique, and influence the world they represent. Students learn about different reproductive media, issues in museum studies, and theories of visual culture. Paper assignments focus on the Museum of Art's American collection of works on paper, particularly Winslow Homer wood engravings, John Sloan etchings, and documentary photographs. In conjunction with their research, students curate a small exhibition, gaining hands-on experience in museum work, and are responsible for selection, layout, interpretation, and publicity of the show, which will open at the end of the semester.

Prerequisite: **Art History 101**, **262**, or **264**.

262c. American Art from the Colonial Period to the Civil War. Fall 2007. Linda Docherty.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins through their development into a distinctive national tradition. Emphasis is placed on understanding American art in its historical context. Field trips to the Bowdoin College Museum of Art and environs of architectural interest.

[**264c. American Art from the Civil War to 1945**.]

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

323c,d. Topics in Chinese Painting. Spring 2008. De-nin Deanna Lee.

A collaborative seminar with students at Colby College that culminates in an exhibition of traditional Chinese painting at the museums of the respective colleges. Examines the great traditions of Chinese ink painting, with a focus on the late imperial period (fourteenth to nineteenth centuries), and drawing heavily upon the collection of Bowdoin College. Includes several joint sessions in the museums of Bowdoin and Colby colleges, and requires both individual and team projects. (Same as **Asian Studies 323**.)

Prerequisite: One 200-level course in art history.

324c. Leonardo and Michelangelo. Fall 2007. Clifton Olds.

The art and thought of Leonardo da Vinci and Michelangelo, studied in the context of Renaissance philosophy, literature, and scientific theory. (Same as **Gay and Lesbian Studies 324**.)

Prerequisite: **Art History 101** or permission of the instructor.

[**332c. Painting and Society in Spain: El Greco to Goya**.]

[**358c. Modern Art in Great Britain: Pre-Raphaelitism to Vorticism**.]

359c. Manet's Modernism. Fall 2007. Pamela Fletcher.

Examines the work of Manet and its critical reception from the nineteenth century to the present. Manet has been considered the paradigmatic modern artist, and the reception and interpretation of his work elucidates both a contested history of modernism's meaning, and the critical historiography of the discipline of art history itself. Authors may include Baudelaire, Zola, T. J. Clark, Michael Fried, Pierre Bourdieu, and Griselda Pollock.

Prerequisite: One course in art history.

[**364c. Americans Abroad**.]

365c. Picturing Nature. Spring 2008. Linda Docherty.

Examines images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and special collections. (Same as **Environmental Studies 365**.)

Prerequisite: **Art History 101** or **Environmental Studies 101**, or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Art History. Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Visual Arts 150**, **160**, **250**, and **260**; five other courses in the visual arts, at least one of which must be numbered **270** or higher; and two courses in art history.

Requirements for the Minor in Visual Arts

The minor consists of six courses: **Visual Arts 150**, **160**, either **250** or **260**, plus two additional studio courses, at least one of which must be numbered **270** or higher; and one course in art history.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c - VPA. **Drawing I**. Fall 2007. James Mullen and Mark Wethli. Spring 2008. James Mullen and Mark Wethli.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

160c. **Painting I**. Fall 2007. Mark Wethli. Spring 2008. James Mullen.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150**.

170c - VPA. **Printmaking I**. Fall 2007. Meghan Brady. Spring 2008. Anna Hepler.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium.

175c - VPA. **Performance Art**. Every other year. Spring 2008. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Dance 140** and **Theater 140**.)

180c - VPA. **Photography I**. Fall 2007. Michael Kolster. Spring 2008. Meggan Gould.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm non-automatic camera.

190c - VPA. Architectural Design I. Fall 2007. Wiebke Theodore.

An introduction to architectural design. A sequence of studio projects develops ability in site analysis, design principles, and presentation techniques. Studio projects and precedents are analyzed in lectures and group critiques.

195c - VPA. Sculpture I. Fall 2007. Wade Kavanaugh.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media.

[**233c. Architecture and Sustainability**. (Same as **Environmental Studies 233**.)]

[**235c,d - VPA. Puppetry**. (Same as **Theater 235**.)]

250c. Drawing II. Fall 2007. Meghan Brady.

A continuation of the principles introduced in **Visual Arts 150**, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150**.

255. 3D Digital Animation Studio. Fall 2007. Carey Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort in creating a three-dimensional animated film of the science problem. (Same as **Biology 202**.)

260c. Painting II. Spring 2008. Thomas Cornell.

A continuation of the principles introduced in **Visual Arts 160**, with studio problems based on direct experience.

Prerequisite: **Visual Arts 160**.

265c - VPA. Public Art. Spring 2008. Mark Wethli.

An examination of public art through direct participation in its various forms, from independent initiatives outside conventional exhibition spaces to art commissioned and produced to serve public needs (through service learning). Topics include working with public and private agencies, as well as exploring the means and materials to create larger-scale artworks. *Note:* This course is being offered as part of a three-course cluster called **Artworks and Social Change**. The other two courses are **Visual Arts 380, Photo Seminar** and **Sociology 253, Constructions of the Body** (same as **Gay and Lesbian Studies 253** and **Gender and Women's Studies 253**). Attendance is required at a series of lectures by leading artists and scholars who will address this topic. Lectures are scheduled every other week and typically take place on Wednesday evenings.

Prerequisite: One 100-level course in visual arts.

[**270c. Printmaking II**.]

275c. Architectural Design II. Spring 2008. Wiebke Theodore.

A continuation of the principles introduced in **Visual Arts 190**, with greater emphasis on projects that focus on the transformation of areas of blight or assist local non-profits. Structure and materials are examined in the context of sustainable design.

Prerequisite: **Visual Arts 190**.

[**280c. Photography II**.]

281c. Digital Color Photography. Fall 2007. Meggan Gould.

A continuation of principles introduced in **Visual Arts 180** with an added emphasis on the expressive potentials of color and digital photographic techniques. Different approaches to digital capture, manipulation, and printing are practiced, with a focus on the theory and technical realities of color photography. Through reading assignments, slide presentations, and discussions, students explore historical and cultural implications of digital photography. Assignments and group critiques are used to structure class discussion.

Prerequisite: **Visual Arts 180**.

285c. Sculpture II. Spring 2008. John Bisbee.

A continuation of principles introduced in **Visual Arts 195**, with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

310c. Narrative Structures. Spring 2008. Anna Hepler.

Explores narrative content, forms, processes, meanings, and approaches in the visual arts, especially in the context of contemporary practice, through interdisciplinary media, as determined jointly by faculty and students in the course.

Prerequisite: One 100-level course in visual arts or permission of the instructor.

350c–359c. Advanced Studies in Visual Arts. Fall 2007. James Mullen. Spring 2008. Thomas Cornell.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Visual Arts 250** or **260**, or permission of the instructor.

[**370c. Printmaking III**.]

380c. Photo Seminar. Spring 2008. Michael Kolster.

An extension of principles and techniques developed in **Visual Arts 180** and **Visual Arts 280**, with increased emphasis on independent projects. Seminar discussion and critiques, and field and laboratory work. Participants must provide their own non-automatic 35mm camera. *Note:* This course is being offered as part of a three-course cluster called **Artworks and Social Change**. The other two courses are **Visual Arts 265**, **Public Art**, and **Sociology 253, Constructions of the Body** (same as **Gay and Lesbian Studies 253** and **Gender and Women's Studies 253**). Attendance is required at a series of lectures by leading artists and scholars who will address this topic. Lectures are scheduled every other week and typically take place on Wednesday evenings.

Prerequisite: **Visual Arts 280** or permission of the instructor.

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Administered by the Asian Studies Committee;
Shuqin Cui, *Program Director*
Suzanne M. Astolfi, *Program Coordinator*
(See committee list, page 350.)

Associate Professors: Shuqin Cui, Songren Cui
Joint Appointment with Art: Assistant Professor De-nin Deanna Lee
Joint Appointment with English: Assistant Professor Belinda Kong
Joint Appointments with Government: Associate Professor Henry C. W. Laurence†, Assistant Professor Lance Guo
Joint Appointments with History: Professor Kidder Smith, Jr., Associate Professor Thomas Conlan†, Assistant Professor Rachel L. Sturman†, Visiting Assistant Professor Mitchell Numark
Joint Appointment with Religion: Professor John C. Holt
Assistant Professor: Vyjayanthi Ratnam Selinger
Lecturers: Sree Padma Holt, Natsu Sato
Language Fellows: Asuka Hosaka, Hongyun Sun

Students in Asian studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major.

Off-Campus Study

Foreign study for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs. The AKP and JCMU programs are recommended for students interested in Japan, but they may select another program based upon their academic interests. The ISLE and SITA programs (see pages 49–50) are recommended for students interested in South Asia. Consult the Asian studies office or Web site for information about these and other programs. Up to three credits from off-campus study (excluding beginning and intermediate—first- and second-year—language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minor.

Requirements for the Major in Asian Studies

One majors in Asian studies by focusing on a particular geographic and cultural area (e.g., South Asia,) or by specializing in the subfield of Disciplinary Asian Studies. Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300-level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-year project. Students must earn a grade of C– or better in order to have a course count for the major. One course taken Credit/D/Fail may count for the major. No "double counting" of courses is allowed for the major.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program. Advanced language study is important for and integral to the major. In addition to the required two years of language study, students may apply up to three advanced intermediate (third-year) or advanced (fourth-year) East Asian language courses toward the total of eight required for the area-specific or disciplinary major.

2a. *Area-specific option.* Eight courses, seven of which focus on the student's area of specialization and one of which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students must take at least one premodern and one modern course in their area of specialization. Students specializing in China must take **Asian Studies 370** and either **Asian Studies 249** or **275**; those specializing in Japan must take **Asian Studies 283**; and those focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, religion, and history, all of which must have South Asia as their primary focus (whenever possible, two of those courses should be **Asian Studies 232**, **240**, or **256**).

2b. *Disciplinary-based option.* Eight courses, at least five of which must be in the chosen discipline (e.g., government, history, literature, religion, and other approved areas). Those choosing this option should consult with their advisor concerning course selection and availability. One of the eight courses must be a 300-level course in the discipline of focus, wherever possible. The three remaining courses, chosen in consultation with an advisor, must explore related themes or relate to the student's language study. The language studied must be in the student's primary cultural or national area of focus, or in cases where a discipline allows for comparison across areas, in one of the primary areas of focus.

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area or four courses in one geographic area and one course outside that specialization. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction or above. Two courses completed in off-campus programs may be counted toward the minor. Students focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, religion, and history, all of which must have South Asia as their primary focus (whenever possible, two of those courses should be **Asian Studies 232**, **240**, or **256**). Students must earn a grade of C– or better in order to have a course count for the minor. No Credit/D/Fail courses may count for the minor, unless the course is graded Credit/D/Fail only. No "double counting" of courses is allowed for the minor.

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and successfully defend their thesis in an oral examination.

Other Modernities

This year-long cluster of courses examines Asian modernities in the twentieth century from the perspectives of China, Japan, India, and the Asian diaspora. The cluster focuses on works of literature, film, culture, and art to explore multiple Asian conceptions and critiques of modernity. Topics include the emergence of and resistance against imperialism; the process of nation-building and its destruction; the shaping of national identity; and the competing claims of gender, ethnicity, class, and sexuality. Multiple courses are offered each semester; students are highly encouraged to take more than one. Courses in this cluster satisfy the literature focus within the disciplinary-based option for the Asian Studies major. Fall 2007: **Asian Studies 216, 220, 249,** and **319**. Spring 2008: **Asian Studies 244, 252**.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

[**11c,d. Living in the Sixteenth Century**. (Same as **History 13**.)]

17c,d. Shanghai Imagined. Fall 2007. Belinda Kong.
(Same as **English 14**.)

[**19b,d. East Asian Politics: Introductory Seminar**. (Same as **Government 19**.)]

[**28c,d. Seekers' Lives**. (Same as **History 28**.)]

29c,d. The Jewish Diaspora: Unity and Diversity. Fall 2007. Mitch Numark.
(Same as **History 29**.)

Introductory, Intermediate, and Advanced Courses

103c,d - IP. Introduction to Asian Art and Architecture. Spring 2008. De-nin Deanna Lee.

A selected survey of art and architecture, primarily in South and East Asia from the Neolithic period to the modern era. Material ranges from ceramics and bronze vessels to temples and icons to narrative painting and public buildings. Considers individual works and sites in stylistic terms and within religious, political, and social contexts. Not open to students who have credit for **Art History 140** or **Asian Studies 140**. (Same as **Art History 103**.)

139c,d - IP, VPA. Music of South Asia. Spring 2008. Vineet Shende.

A survey of the musical traditions of the Indian Subcontinent, with particular emphasis on the genres of North Indian (Hindustani) Classical, South Indian (Karnatak) Classical, and "Bollywood" film music. While historical and cultural factors are studied, focus is on musical construction concepts and processes. (Same as **Music 139**.)

Prerequisite: **Music 101** or **131**, or permission of the instructor.

201c,d - IP. Literature of the Pacific War and the Atomic Bomb in Japan: History, Memory, and National Identity. Fall 2008. Vyjayanthi Selinger.

A study of how World War II is represented in Japanese fiction. Readings examine how the national imperative to support troops and the threat of government censorship affected fiction written during the war. Course contrasts this view with the backward glance of post-war fiction, in which the war was critiqued and, in some ways, idealized. Special emphasis given to questions of national identity and history raised in atomic bomb literature.

203c,d. Religion and Modernity in South Asia and the Middle East. Spring 2008. Mitch Numark.

Seminar. Examines the concepts of "religion" and the "religions" and their relationship to Christianity, Islam, and modernity. Focuses on the application and translation of the ideas of "religion" and the "religions" in the South Asian subcontinent. The Middle East is also explored. In particular, explores how the "religions" of South Asia (e.g., Hinduism, Buddhism, Sikhism, Islam, Christianity, Zoroastrianism, and Judaism) were discovered, understood, contested, transformed, and institutionalized by colonial experience and the demands of modernity. (Same as **History 203**.)

210c,d - ESD. Asian-American Female Gothic. Spring 2008. Belinda Kong.

A study of Gothic elements in contemporary fiction by Asian-American women writers. Investigates crossovers between realism and supernaturalism, with attention to how Gothic motifs such as the ghost and the doppelgänger are mobilized to negotiate cultural identity, racial politics, and historical traumas. Also explores the relationship between gender and genre in Asian-American literature. Authors may include Maxine Hong Kingston, Lan Samantha Chang, lê thi diem thúy, Lan Cao, Mia Yun, Nora Okja Keller, Cynthia Kadohata, Lois-Ann Yamanaka, and Vyvyane Loh. (Same as **English 272**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

211c,d - VPA. The Arts of China. Fall 2007. De-nin Deanna Lee.

A chronological survey of ritual objects, sculpture, architecture, painting, and decorative arts in China from the Neolithic to the modern period. Topics include ritual practices and mortuary art, technologies of art and the role of trade, the impact of Buddhism, courtly and scholarly modes of painting, and popular and avant-garde art. (Same as **Art History 211**.)

212c,d - ESD, IP. Writing China from Afar. Spring 2008. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings, but also of literary ones. Examines some shaping moments of twentieth-century China—the Second World War, the Cultural Revolution, and the Tiananmen Massacre—with specific focus on contemporary literature by authors born and raised in China but since dispersed into a western diaspora. Considers works written in English as well as those in translation. Critical issues include language use and the role of translation, the distinction between emigration and exile, the relationship between history and literature, the grounds of representational authority, and the task of narrating violence. Authors may include Eileen Chang, J. G. Ballard, Hong Ying, Shan Sa, Dai Sijie, Gao Xingjian, Anchee Min, Annie Wang, Ha Jin, and Bei Dao. (Same as **English 273** [formerly **English 283**.])

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

213c,d - ESD. Introduction to Asian American Literature. Every other year. Fall 2008. Belinda Kong.

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to more recent fiction and questions of how to re-conceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, Gish Jen, Chang-rae Lee, and Jhumpa Lahiri, Susan Choi, Lan Cao, and lê thi diem thúy. (Same as **English 271** [formerly **English 284**].)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

216c.d – ESD, IP. Asian Diaspora Literature of World War II. Fall 2007. Belinda Kong.

Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. Part of the **Other Modernities** course cluster (see page 70). (Same as **English 274**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

220c.d - VPA. Modern and Contemporary Art in China. Fall 2007. De-nin Deanna Lee.

Examines the multitude of visual expressions Chinese artists adopted, re-fashioned, and rejected during the political struggles of the twentieth century, from the May Fourth Movement of 1919 through the Cultural Revolution (1966–76) and (almost) to the present day. Major themes include the tension between identity and modernity, the relationship between art and politics, and the impact of globalization and an international art market. Part of the **Other Modernities** course cluster (see page 70). (Same as **Art History 220**.)

Prerequisite: **Art History 101** or **110**, or permission of the instructor.

221c.d. Religiosities of South Asia. Spring 2008. Sunil Goonasekera.

Focuses on varieties of indigenous religious expressions in South Asia and covers salvation religions such as Buddhism, Hinduism, Jainism, Sikkhism, Yoga, and Tantra, as well as minor religions such as astrology, demonology, spirit possession, sorcery, witchcraft, and magic specific to the region. Includes discussions of monastic traditions of Buddhism, Hinduism, and Jainism. South Asian religious traditions prescribe a variety of monastic practices ranging from rigorous self-mortification culminating in death to the middle path recommended by Buddhism to complete rejection of monasticism in orthodox Hinduism. Explores the connection between these religious ideals and the everyday life of their adherents, as well as their relationships with nationalistic political movements. (Same as **Religion 224**.)

[**223c.d - IP. Mahayana Buddhism**. (Same as **Religion 223**.)]

226c,d - ESD, IP. Religion and Political Violence in South Asia. Fall 2007. Sunil Goonasekera.

Religion is a universal phenomenon that touches, if not dominates, daily life and is a force that can compel people to be both perpetrators and victims of violence. Sociological and anthropological studies point to social, political, economic, cultural, legal, and psychological facts that propel individuals and groups to use violence and justify its use by bringing violence into a religious context. Seeks to understand the relationship between religion and violence and the causes and effects of that relationship. Specifically addresses these issues in South Asian cultural systems. (Same as **Anthropology 223** and **Religion 225**.)

227b,d - IP. Contemporary Chinese Politics. Fall 2007. Lance Guo.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Government 227**.)

228b,d - IP. Chinese Foreign Policy. Spring 2008. Lance Guo.

An analytic survey of the historical evolution of China's foreign relations since 1949. Emphasis is on China's evolving strategic thinking in the context of its rapid economic ascendance and increasing global influence. Topics include cultural and historical factors shaping Chinese foreign policy and strategic thinking; the actors, institutions, and processes of foreign policy making; national interests and the internationalization of China; Sino-United States relations; the resurgent nationalism; China's role in the Asia-Pacific regionalism; the key security and foreign policy issues such as Taiwan and North Korea, etc. (Same as **Government 228**.)

229b,d - IP. Politics and Societies in Southeast Asia. Fall 2007. Lance Guo.

A survey of the political landscape and trends of change in tropical Southeast Asia and an investigation of the fundamental driving forces of changes in this region of rich diversity in culture, religion, ethnicity, mystic beliefs, and political traditions. Topics include nation building and the role of colonial history in it; regime legitimacy; political protests (often spearheaded by college students); armed insurgence and nationalism; the different responses to modernization; the causes and consequences of rapid economic growth; the clash between human rights, democracy, and indigenous traditions. (Same as **Government 229**.)

[230c,d - ESD, IP. Imperialism, Nationalism, Human Rights. (Same as **History 280**.)]

[232b,d. Modernity in South Asia. (Same as **Anthropology 243**.)]

236c,d - ESD, IP. India and the Indian Ocean World. Fall 2008. Rachel Sturman.

Explores the vibrant social world created by movements of people, commodities, and ideas across the contemporary regions of the Middle East, East Africa, and South and Southeast Asia from the early spread of Islam to the eighteenth century. Key topics include the formation of communities, pre-modern material cultures, the meanings of conversion and religious change, and the production and transformation of systems of knowledge and modes of social relations in the era before the rise of European colonialism. (Same as **History 282**.)

237c,d - ESD, IP. History of Sexuality, Gender, and the Body in South Asia. Fall 2008. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include: practices of female seclusion; ideas of purity, pollution, and the care of the self; religious renunciation and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Gender and Women's Studies 259** and **History 259**.)

[**239c,d. Violence and Memory in Twentieth-Century India.** (Same as **History 241**.)]

[**242c,d - ESD, IP. Theravada Buddhism.** (Same as **Religion 222**.)]

244c,d - IP. Confession and Storytelling: Fictions of the Self in Modern Japanese Fiction. Spring 2008. Vyjayanthi Selinger.

Examines the "rhetoric of confession" in Japanese literature. From the diaries of court ladies in classical Japan to the modern I-novel, Japanese authors have used the first-person narrative to tell stories and provide commentary on the nature of storytelling. Readings of major Japanese literary works lead to such questions as: Why is first-person fiction attractive to storytellers? When, how, and why does the "I" tell his/her story? What place does the reader occupy in such fiction? Situates these stories in historical context and examines their relationship with discourses of gender, individualism, and modernity. No previous knowledge of Japanese history or language is required. Part of the **Other Modernities** course cluster (see page 70).

246c,d - IP. The Fantastic and Demonic in Japanese Literature. Fall 2007. Vyjayanthi Selinger.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How may we understand the uncanny return of dead spirits in medieval Japanese drama? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students gain an understanding of the different representations of these fantastic beings in Japanese literature, and develop an appreciation of the hold that these creatures from the "other" side maintain over our cultural and social imagination.

[**247b,d - ESD, IP. Indian Cinema and Society: Industries, Politics, and Audiences.** (Same as **Anthropology 232**.)]

[**248b,d. Activist Voices in India.** (Same as **Anthropology 248** and **Gender and Women's Studies 246**.)]

249c,d - ESD, IP. Perspectives on Modern China. Fall 2007. Shuqin Cui.

Explores the changing nature of modern China from interdisciplinary perspectives: history, literature, documentary films, and cultural studies. Investigates the process of nation-building and destruction throughout the nineteenth and twentieth centuries by using history as the primary framework and written/visual representations as analytical texts. A required course for majors in Asian studies specializing in China. Part of the **Other Modernities** course cluster (see page 70).

251c,d. India to 1707: History of Traditional India. Spring 2008. Mitch Numark.

Examines the history of the Indian subcontinent, primarily from cultural and intellectual viewpoints, beginning with its earliest roots and concluding in 1707 with the decline of the Mughal Empire. Emphasis is placed on the development of indigenous ways of looking at the world and the expression of those worldviews in the religions called Hinduism, Jainism, and Buddhism. Explores the conquest of the area by Muslims and their interaction with Hindu India, with particular stress on the period of the Great Mughals (1526–1707). Readings will be largely primary sources in translation. (Same as **History 279**.)

252c,d - IP. Mass and Pop Culture in Contemporary China. Spring 2008. Shuqin Cui.

Explores cultural trends in contemporary China with post-socialist condition as the contextual setting and cultural studies the theoretical framework. Discussion topics include rural-urban transformations, experimental art, alternative literature, documentary cinema, fashion codes, and gender issues. Examines how cultural trends reflect and react to China's social-economic transitions, and how the state apparatus and the people participate in cultural production and consumption. Part of the **Other Modernities** course cluster (see page 70).

254c,d - IP, VPA. Transnational Chinese Cinema. Fall 2008. Shuqin Cui.

Introduces students to films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema as a sign system constructs sociocultural and aesthetic meanings. Students will benefit most by bringing both an open mind toward non-Western cultural texts, and a critical eye for visual art.

[**255c,d - ESD, IP. Writing the Self in Modern India**. (Same as **History 260**.)]

256c,d - ESD, IP. Modern South Asia. Fall 2007. Mitch Numark.

Chronological and thematic introduction to the history of South Asia from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, religious fundamentalisms, democracy, and inequality that have shaped post-colonial South Asian societies. (Same as **History 261**.)

[**258c,d. Politics and Popular Culture in Twentieth-Century India**. (Same as **History 263**.)]

[**261b,d. Contemporary Chinese Society, Part 1**. (Same as **Sociology 261**.)]

[**262b,d. Contemporary Chinese Society, Part 2**. (Same as **Sociology 262**.)]

[**264b,d. Gender and Family in East Asia**. (Same as **Gender and Women's Studies 265** and **Sociology 265**.)]

266c,d - IP. Chinese Women in Fiction and Film. Spring 2009. Shuqin Cui.

Approaches the subject of women and writing in twentieth- and early twenty-first-century China from perspectives of gender studies, literary analysis, and visual representations. Considers women writers, filmmakers, and their works in the context of China's social-political history as well as its literary and visual traditions. Focuses on how women writers and directors negotiate gender identity against social-cultural norms. Also constructs a dialogue between Chinese women's works and Western feminist assumptions. (Same as **Gender and Women's Studies 266**.)

267b,d. International Relations in East Asia. Fall 2008. Lance Guo.

Examines international relations in East Asia from a regional perspective, while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies; nationalism and politics of economic development; flash points in the region such as Korea, Taiwan, the South China Sea and the associated foreign policy issues; and broad trends and recent developments in the areas of trade, investment, and regional integration. (Same as **Government 267**.)

269 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2008. Rachel Ex Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, the course primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Economics 277** and **Gender and Women's Studies 277**.)

Prerequisite: **Economics 101** and one of the following college-level statistics courses: **Economics 257**, **Mathematics 155** or **265**, **Psychology 252**, or **Sociology 201**, or permission of the instructor.

270c,d - IP. Chinese Thought in the Classical Period. Fall 2007. Kidder Smith.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **History 270**.)

[**273c,d. A Social History of Shamanism in East Asia**. (Same as **History 273**.)]

[**274c,d - IP. Chinese Poetry and Society**. (Same as **History 274**.)]

[**275c,d - ESD, IP. Modern China**. (Same as **History 275**.)]

276c,d - IP. A History of Tibet. Spring 2008. Kidder Smith.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **History 276**.)

281c,d - IP. The Courtly Society of Heian Japan. Fall 2008. Thomas Conlan.

Seminar. Japan's courtly culture spawned some of the greatest cultural achievements the world has ever known. Using the *Tale of Genji*, a tenth-century novel of romance and intrigue, attempts to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **History 281**.)

[**282b,d - ESD, IP. Japanese Politics and Society**. (Same as **Government 232**.)]

283c,d - ESD, IP. The Origins of Japanese Culture and Civilization. Fall 2008 and Fall 2009. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283**.)

284c,d - ESD, IP. The Emergence of Modern Japan. Spring 2009 and Spring 2010. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284**.)

285c,d - IP. Conquests and Heroes. Spring 2010. Thomas Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates "heroic" qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **History 285**.)

286c,d - IP. Japan and the World. Fall 2009. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and cultures in East Asia. (Same as **History 286**.)

[**287c,d - ESD, IP. Kingship in Comparative Perspective**. (Same as **History 287**.)]

289. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2007. Sree Padma.

Focuses include: (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. One-half credit. (Same as **Religion 289**.)

291c–299c. Intermediate Independent Study in Asian Studies.

319c,d. Religion and Fiction in Modern South Asia. Fall 2007. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels, including Salman Rushdie (*Midnight's Children, The Satanic Verses*), V. S. Naipaul (*An Area of Darkness*, *India: A Million Mutinies Now?*), Gita Mehta (*A River Sutra*), etc. Part of the **Other Modernities** course cluster (see page 70). (Same as **Religion 319**.)

323c,d. Topics in Chinese Painting. Spring 2008. De-nin Deanna Lee.

A collaborative seminar with students at Colby College that culminates in an exhibition of traditional Chinese painting at the museums of the respective colleges. Examines the great traditions of Chinese ink painting, with a focus on the late imperial period (fourteenth to nineteenth centuries), and drawing heavily upon the collection of Bowdoin College. Includes several joint sessions in the museums of Bowdoin and Colby colleges, and requires both individual and team projects. (Same as **Art History 323**.)

Prerequisite: One 200-level course in art history.

332b,d. Advanced Seminar in Japanese Politics. Spring 2009. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Government 332**.)

Prerequisite: **Government 232** (same as **Asian Studies 282**).

333b,d. Advanced Seminar in Chinese Politics. Spring 2008. Lance Guo.

Seeks to understand political change caused by China's rapid economic ascendance and growing global influence by exploring the various underlying driving forces—marketization, globalization, etc., and how these are reshaping the socioeconomic foundation of the party-state, forcing changes in the governance structure and the ways power is contested and redistributed. The main theme varies each year to reflect important recent developments, e.g., elite politics, the transformation of the communist party, role of the military, political economy of development, the re-emerging class structure, etc. (Same as **Government 333**.)

335b,d. Advanced Seminar on East Asia. Spring 2009. Lance Guo.

Systematically explores the relationship between politics (institutions, processes, policies, etc.) and economic performance. Also ventures into a wider range of theoretical and substantive issues in the realms of culture, society, and political philosophy. While the theoretical questions and their policy implications are universally relevant, attention is directed mainly to the Asian Pacific (East Asia broadly construed) in a dialogue with Western liberalism. The purpose is to understand the possible combinations of political and economic factors in explaining the successes or failures of economic development around the world. (Same as **Government 335**.)

337b,d. Advanced Seminar in Democracy and Development in Asia. Fall 2009. Henry C. W. Laurence.

Examines development from a variety of political, economic, moral, and cultural perspectives. Is democracy a luxury that poor countries cannot afford? Are authoritarian governments better at promoting economic growth than democracies? Does prosperity lead to democratization? Are democratic values and human rights universal, or culturally specific? Emphasis on Japan, China, India, and the Koreas. (Same as **Government 337**.)

[**339c,d - ESD, IP. Religion in Southeast Asia**. (Same as **Religion 339**.)]

370c,d. Problems in Chinese History. Every fall. Kidder Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. Primarily for seniors. (Same as **History 370**.)

380c,d. The Warrior Culture of Japan. Spring 2009. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **History 380**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Asian Studies.

LANGUAGE COURSES

Chinese 101c. Elementary Chinese I. Every fall. Songren Cui and Hongyun Sun.

A foundation course for communicative skills in modern Chinese (Mandarin). Five hours of class per week and individual tutorials. Introduction to the sound system, essential grammar, basic vocabulary, and approximately 350 characters. Develops rudimentary listening comprehension and conversational skills. No prerequisite. Followed by **Chinese 102**.

Chinese 102c. Elementary Chinese II. Every spring. Songren Cui and Hongyun Sun.

A continuation of **Chinese 101**. Five hours of class per week and individual tutorials. Covers most of the essential grammatical structures and vocabulary for basic survival needs and simple daily routine conversations. Introduction to the next 350 characters, use of Chinese-English dictionary, principles of character simplification, and Chinese word processing. Followed by **Chinese 203**.

Prerequisite: **Chinese 101** or permission of the instructor.

[**Chinese 103c. Advanced Elementary Chinese I.**]

[**Chinese 104c. Advanced Elementary Chinese II.**]

Chinese 203c. Intermediate Chinese I. Every fall. Songren Cui and Hongyun Sun.

An intermediate course in modern Chinese. Five hours of class per week and individual conversation sessions. Consolidates and expands the knowledge of grammar and vocabulary, with 400 additional characters. Rigorous training in listening, speaking, reading, and writing. Followed by **Chinese 204**.

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Every spring. Songren Cui and Hongyun Sun.

A continuation of **Chinese 203**. Five hours of class per week and individual conversation sessions. Further develops students' communicative competence and strives to achieve a balance between the receptive and productive skills. Students learn another 400 characters; read longer, more complex texts; and write short compositions with increasing discourse cohesion. Followed by **Chinese 205**.

Prerequisite: **Chinese 203** or permission of the instructor.

Chinese 205c. Advanced-Intermediate Chinese I. Every fall. Songren Cui.

A pre-advanced course in modern Chinese. Three hours of class per week. Upgrades all skills in listening, speaking, reading, and writing, with an emphasis on accuracy and fluency. Followed by **Chinese 206**.

Prerequisite: **Chinese 204** or permission of the instructor.

Chinese 206c. Advanced-Intermediate Chinese II. Every spring. Songren Cui.

A continuation of **Chinese 205**. Three hours of class per week. Focuses on the development of functional skills in reading and writing, particularly dealing with edited and/or media materials such as newspapers, television broadcasting, and the Internet. Followed by **Chinese 307**.

Prerequisite: **Chinese 205** or permission of the instructor.

Chinese 307c. Advanced Chinese I. Every fall. Shuqin Cui.

A subject-oriented language course, facilitating students' transition from textbook Chinese to authentic materials. Subjects in rotation include social-cultural China, Chinese cinema, business Chinese, and media in China. Emphasis is given to reading and writing, with focuses on accuracy, complexity, and fluency in oral as well as written expression.

Prerequisite: **Chinese 206** or permission of the instructor.

Chinese 308c. Advanced Chinese II. Every spring. Shuqin Cui.

Continuation of **Chinese 307.**

Prerequisite: **Chinese 307** or permission of the instructor.

Japanese 101c. Elementary Japanese I. Fall 2007. Natsu Sato and Asuka Hosaka.

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by **Japanese 102.**

Japanese 102c. Elementary Japanese II. Spring 2008. Natsu Sato and Asuka Hosaka.

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. Introduces an additional 90 kanji.

Prerequisite: **Japanese 101** or permission of the instructor.

Japanese 203c. Intermediate Japanese I. Fall 2007. Vyjayanthi Selinger and Asuka Hosaka.

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. Introduces an additional 100 kanji.

Prerequisite: **Japanese 102** or permission of the instructor.

Japanese 204c. Intermediate Japanese II. Spring 2008. Vyjayanthi Selinger and Asuka Hosaka.

A continuation of **Japanese 203** with the introduction of more advanced grammatical structures, vocabulary, and characters.

Prerequisite: **Japanese 203** or permission of the instructor.

Japanese 205c. Advanced-Intermediate Japanese I. Fall 2007. Natsu Sato.

Increases students' proficiency in both spoken and written modern Japanese. A variety of written and audiovisual materials are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Includes oral presentation, discussion, and composition in Japanese.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Advanced-Intermediate Japanese II. Spring 2008. Natsu Sato.

A continuation and progression of materials used in **Japanese 205.**

Prerequisite: **Japanese 205** or permission of the instructor.

Japanese 307c,d. Advanced Japanese I. Fall 2007. Natsu Sato.

Designed to develop mastery of the spoken and written language. Materials from various sources such as literature, newspapers, and cultural journals as well as TV programs and films are used. Assigned work includes written compositions and oral presentations.

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c,d. Advanced Japanese II. Spring 2008. Natsu Sato.

A continuation of **Japanese 307**. Continued efforts to develop oral and written fluency in informal and formal situations. Reading of contemporary texts of literature, business, and social topics.

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Administered by the Biochemistry Committee
Barry A. Logan, *Program Director*
Bruce D. Kohorn, Anne E. McBride, David S. Page, Danielle H. Dube
Julie J. Santorella, *Program Coordinator*

Joint Appointments with Biology: Professor Bruce D. Kohorn,
Assistant Professor Anne E. McBride
Joint Appointments with Chemistry: Professor David S. Page**,
Assistant Professor Danielle H. Dube

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 109, Biology 224 (Chemistry 231), Biology (Chemistry) 232, 263; Chemistry 109, 225, 226, 251; Mathematics 161, 171; Physics 103, 104**. Students should complete the required biochemistry core courses by the end of their junior year so that they may take upper-level courses and participate in research in the senior year. Majors must also complete three courses from the following: **Biology 210, 212, 214, 217, 218, 253, 255, 257, 266, 303, 304, 306, 317, 333, 401–404; Chemistry 210, 240, 252, 254, 270, 305, 330, 360, 401–404; Physics 223, 401–404**. Students may include as electives up to two 400-level courses. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404**.

Bowdoin College does not offer a minor in biochemistry.

Advanced Courses

401a–404a. Advanced Independent Study and Honors in Biochemistry. The Department.

Biology

Professors: Amy S. Johnson†, Carey R. Phillips, William L. Steinhart, Nathaniel T. Wheelwright
Associate Professors: Barry A. Logan, Michael F. Palopoli
Joint Appointments with Biochemistry: Professor Bruce D. Kohorn, *Chair*;
Assistant Professor Anne E. McBride
Joint Appointment with Environmental Studies: Associate Professor John Lichter
Joint Appointments with Neuroscience: Professor Patsy S. Dickinson, Assistant Professor
Hadley Wilson Horch
Assistant Professor: William R. Jackman
Visiting Assistant Professor: Kurt Bretsch
Lecturer: Peter J. Woodruff
*Doherty Marine Biology Postdoctoral Scholar
and Adjunct Assistant Professor:* Jonathan D. Allen
Director of Laboratories: Pamela J. Bryer
Laboratory Instructors: Lesley J. Brown, Nancy Curtis, Kate R. Farnham, Stephen A. Hauptman,
Nancy H. Olmstead, Jaret S. Reblin, Elizabeth Koski Richards, Peter E. Schlax,
Thomas Sherman
Department Coordinator: Julie J. Santorella

Requirements for the Major in Biology

The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 102** or **109**, and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete four elective courses, at least two of which have to be above 250.

Group 1	*Group 2*	*Group 3*
Genetics and Molecular Biology	Comparative Physiology	Behavioral Ecology and Population
Microbiology	Plant Physiology	Biology of Marine Organisms
Developmental Biology	Developmental Biology	Evolution
Biochemistry and Cell Biology	Neurobiology	Community, Ecosystem and Global Change Ecology
Neurobiology		

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or above). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), and **Chemistry 225**. Students are advised to complete **Biology 102** or **109** and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 81, 134, and 229–30.

Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

Introductory, Intermediate, and Advanced Courses

53a – MCSR, INS. Biofuels. Fall 2007. Peter J. Woodruff.

Alternative energy has generated a great deal of recent interest as a way to reduce reliance on traditional fossil fuels. Examines fuels from biological sources, and the contribution they can make towards energy independence and combating global warming. Topics include the molecular structure and production of the major types of biofuels in a setting for students who do not have a great deal of experience in biology.

[**55a - INS. Science of Food and Wine**. (Same as **Chemistry 55**.)]

61a. Your First Nine Months: From Conception to Birth. Fall 2007. Carey R. Phillips.

Covers the biological events from the process of fertilization through early development and birth of a human. Intended for those who have had little biology or do not intend to major in biology. Explores the formation of the major organ systems and how the parts of the body are constructed in the correct places and at the correct times. Also discusses topics such as cloning and the effects of prenatal use of drugs as they relate to the biological principles involved in early human development. Includes a few in-class laboratory sessions in which students learn to do experiments, and collect, analyze, and interpret data.

67a - INS. Emerging Diseases. Fall 2007. Anne E. McBride.

Explores the biology of microorganisms implicated in new and recurrent infectious diseases in the context of their global impact. Emphasizes class discussion of topics including microbial growth and reproductive strategies, pathogen-host interactions, and social and economic issues relating to infectious diseases. Not open to students who have credit for **Biology 76**. See **Biology 367** for more information about this course.

76a - INS. Viruses Subverting Life. Spring 2008. William L. Steinhart.

An introduction to the science of virology including the process of virus infection, effects on the host, epidemic spread, control and treatment, public health issues and the impact on society, the evolutionary relationship between viruses and their hosts, and the uses of viruses in new genetic technologies. Comparison of literature for the public versus the professional. Class sessions include discussions of readings and video documentaries as well as occasional laboratory work.

101a - MCSR, INS. Biological Principles I. Every fall. Fall 2007. Bruce D. Kohorn.

The first in a two-semester introductory biology sequence. Topics include fundamental principles of cellular and molecular biology with an emphasis on providing a problem-solving approach to an understanding of genes, RNA, proteins, and cell structure and communication. Focuses on developing quantitative skills, as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups. *First-year students are required to take the biology placement examination during orientation.*

102a - MCSR, INS. Biological Principles II. Spring 2008. Patsy S. Dickinson.

The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

Prerequisite: **Biology 101**.

109a - MCSR, INS. Introductory Biology. Every semester. Fall 2007. Barry A. Logan and Michael F. Palopoli. Spring 2008. Hadley Wilson Horch and Nathaniel T. Wheelwright.

Lectures examine fundamental biological principles, from the subcellular to the ecosystem level. Topics include bioenergetics, structure-function relationships, cellular information systems, physiology, ecology, and evolutionary biology. Laboratory sessions are intended to develop a deeper understanding of the techniques and methods of science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups.

158a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2008. John Lichter and Danton Nygaard.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Chemistry 105** and **Environmental Studies 201**.)

Prerequisite: One 100-level or higher course in biology, chemistry, geology, or physics.

202. 3D Digital Animation Studio. Fall 2007. Carey R. Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort in creating a three-dimensional animated film of the science problem. (Same as **Visual Arts 255**.)

210a - MCSR, INS. Plant Physiology. Spring 2008. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210**.)

Prerequisite: **Biology 102, 104, 105, or 109**.

212a - MCSR, INS. Genetics and Molecular Biology. Every fall. William L. Steinhart.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and problem-solving sessions are scheduled.

Prerequisite: **Biology 102, 104, 105**, or **109**.

213a - MCSR, INS. Neurobiology. Every fall. Hadley Wilson Horch.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.

Prerequisite: One of the following: **Biology 102**, **104**, **105**, **109**, or **Psychology 251**.

214a - MCSR, INS. Comparative Physiology. Every spring. Patsy S. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

215a - MCSR, INS. Behavioral Ecology and Population Biology. Every fall. Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215**.)

Prerequisite: **Biology 102**, **104**, **105**, **or 109**.

216a - MCSR, INS. Evolution. Every spring. Michael F. Palopoli.

Examines one of the most breathtaking ideas in the history of science—that all life on this planet descended from a common ancestor. An understanding of evolution illuminates every subject in biology, from molecular biology to ecology. Provides a broad overview of evolutionary ideas, including the modern theory of evolution by natural selection, evolution of sexual reproduction, patterns of speciation and macro-evolutionary change, evolution of sexual dimorphisms, selfish genetic elements, and kin selection. Laboratory sessions are devoted to semester-long, independent research projects.

Prerequisite: **Biology 102**, **104**, **105**, **or 109**.

217a - MCSR, INS. Developmental Biology. Every fall. William R. Jackman.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

218a - INS. Microbiology. Every spring. Anne E. McBride.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microoganisms and environmental interactions are also discussed. Laboratory sessions every week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**. **Chemistry 225** is recommended.

219a - MCSR, INS. Biology of Marine Organisms. Fall 2007. Kurt Bretsch.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

224a - MCSR, INS. Biochemistry and Cell Biology. Every spring. Bruce D. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. (Same as **Chemistry 231**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**. **Chemistry 225** is recommended.

225a - MCSR, INS. Community, Ecosystem, and Global Change Ecology. Every fall. John Lichter.

Community ecology is the study of dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities. Global change ecology examines how human activities alter communities and ecosystems and how these changes play out at the global scale. Topics include the creation and maintenance of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecological processes, the importance of biodiversity in ecosystem processes, and human influences on global biogeochemical cycles and climate change. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Current and classic scientific literature is discussed weekly. (Same as **Environmental Studies 225**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

232a - MCSR. Biochemistry II: Enzymes and Metabolism. Fall 2007. David S. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Chemistry 232**.)

Prerequisite: **Chemistry 226**.

253a Neurophysiology. Every fall. Patsy S. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**, and **Biology 213**, **214**, or **Psychology 218**.

254a - MCSR, INS. Biomechanics. Spring 2008. Kurt Bretsch.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize: (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 102**, **104**, **105**, or **109**, or one 100-level course in chemistry, geology, mathematics, or physics.

257a. Immunology. Fall 2008. Anne E. McBride.

Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered.

Prerequisite: **Biology 212**, **217**, **218**, or **224** (same as **Chemistry 231**), or permission of the instructor.

258a. Ornithology. Spring 2008. Nathaniel T. Wheelwright.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **225** (same as **Environmental Studies 225**).

263a - MCSR, INS. Laboratory in Molecular Biology and Biochemistry. Every semester. Katherine R. Farnham and the Biochemistry Program.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing, and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Chemistry 263**.)

Prerequisite: Previous credit or concurrent registration in **Biology 224** (same as **Chemistry 231**).

266a. Molecular Neurobiology. Every spring. Hadley Wilson Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects.

Prerequisite: **Biology 102**, **104** or **109**, and one of the following: **Biology 212**, **213**, **224** (same as **Chemistry 231**), **253**, or **Psychology 218**.

291a–294a. Intermediate Independent Study in Biology. The Department.

303a. Virology. Spring 2008. William L. Steinhart.

A study of the viruses of eukaryotes, beginning with lectures on fundamental virology and followed by student-led seminars based on the primary literature. Covers taxonomy, structure, replication, pathogenesis, epidemiology, and public health aspects of viruses.

Prerequisite: **Biology 212, 218**, or permission of instructor.

[**304a. Topics in Molecular Biology**.]

306a. Free Radicals and Antioxidants. Spring 2008. Barry A. Logan.

Ordinary cellular metabolism in aerobic environments results in the production of free radicals, and free radical-mediated cellular damage underlies many human diseases. In response to the danger they pose, organisms evolved elaborate antioxidant systems that detoxify free radicals. The biology of free radicals and antioxidants in organisms ranging from bacteria to plants to humans is discussed, along with the importance of free radicals in disease processes. Time is devoted to discussing the primary literature and occasional laboratory sessions.

Prerequisite: One 200-level or higher course in biology, or permission of the instructor.

308a. Marine Larval Ecology. Spring 2008. Jonathan D. Allen.

Advanced seminar focused on the evolution and ecology of marine invertebrate larvae. Lectures and discussions of the primary literature examine the assumptions and predictions of current life-history theory as applied to marine invertebrate animals and their offspring. Field trips introduce students to the diverse assemblage of larvae along the coast of Maine. Student projects investigate the form and function of larvae as it relates to their ecology and evolution. (Same as **Environmental Studies 208**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**), **216**, **219** (same as **Environmental Studies 219**), **or 225** (same as **Environmental Studies 225**).

317a. Molecular Evolution. Fall 2007. Michael F. Palopoli.

The dynamics of evolutionary change at the molecular level are examined. Topics include neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Explores the evolution of development and the application of molecular methods to traditional questions in evolutionary biology.

Prerequisite: **Biology 212, 216, 217, 218**, or **224** (same as **Chemistry 231**), or permission of the instructor.

325a. Topics in Neuroscience. Fall 2008. Patsy S. Dickinson.

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: **Biology 213, 253, 266**, or **Psychology 275** or **276**.

329a. Neuronal Regeneration. Spring 2010. Hadley Wilson Horch.

The consequences of neuronal damage in humans, especially in the brain and spinal cord, are frequently devastating and permanent. Invertebrates, on the other hand, are often capable of complete functional regeneration. This course examines the varied responses to neuronal injury in a range of species. Topics include neuronal regeneration in planaria, insects, amphibians, and mammals. Students read and discuss original papers from the literature in an attempt to understand the basis of the radically different regenerative responses mounted by a variety of neuronal systems.

Prerequisite: One of the following: **Biology 212**, **213**, **217**, **224** (same as **Chemistry 231**), **253**, **266**, or **Psychology 275** or **276**, or permission of the instructor.

333a. **Advanced Cell and Molecular Biology**. Every fall. Bruce D. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: **Biology 212**, **217**, or **224** (same as **Chemistry 231**).

367a. **Topics in Infectious Diseases**. Fall 2007. Anne E. McBride.

Explores the biology of microorganisms implicated in new and recurrent infectious diseases. Topics include microbial growth and reproductive strategies, pathogen-host interactions, and vaccination strategies. Focuses on analysis of papers from the primary literature and scientific writing and oral presentation skills. Students also act as science mentors in **Biology 67** for group discussions and final projects.

Prerequisite: **Biology 212**, **218**, or **224** (same as **Chemistry 231**), or permission of the instructor.

394a. **The Ecology and Environmental History of Merrymeeting Bay**. Fall 2008. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Environmental Studies 394**.)

Prerequisite: **Biology 158** (same as **Chemistry 105** [formerly **Chemistry 180**] and **Environmental Studies 201**) or **215** (same as **Environmental Studies 215**).

401a–404a. **Advanced Independent Study and Honors in Biology**. The Department.

Chemistry

Professors: Richard D. Broene, *Chair;* Ronald L. Christensen; Jeffrey K. Nagle†; Elizabeth A. Stemmler
Joint Appointments with Biochemistry: Professor David S. Page**, Assistant Professor Danielle H. Dube
Joint Appointments with Environmental Studies: Associate Professor Dharni Vasudevan†, Visiting Associate Professor Danton D. Nygaard
Assistant Professors: Brian R. Linton, Laura Foster Voss
Visiting Assistant Professor: Michael Peter Danahy
Director of Laboratories: Judith C. Foster
Laboratory Support Manager: Rene L. Bernier
Laboratory Instructors: Martha B. Black, Beverly G. DeCoster, Colleen T. McKenna, Paulette M. Messier
Department Coordinator: Kathleen P. Lucas

Requirements for the Major in Chemistry

The required courses are **Chemistry 109**, **210**, **225**, **240**, **251**, **252**, and **205** or **226**; and any two upper-level electives, including **Chemistry 232** and courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course should begin with **Chemistry 109**. **Chemistry 101/109** is an introductory course sequence for students wishing to have a full year of general chemistry at the college level. First-year students must take the chemistry placement exam to ensure proper placement in **101**, **109**, or above. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **104**, and **Mathematics 161** and **171**.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student, so a prospective major should discuss his or her plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (**Chemistry 291-294**, **401-404**, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking advanced electives in chemistry—**Chemistry 231** (formerly **Chemistry 261**), **310**, and **340**; two semesters of laboratory-based independent study, and **Mathematics 181**. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

Students may engage in independent study at the intermediate (**291–294**) or advanced (**401–404**) level.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, environmental studies, and geology and chemistry. See pages 81, 134, 206, and 209.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100 level (one AP chemistry credit may be counted as one of the five required chemistry courses.) Biochemistry majors may not minor in chemistry.

Introductory, Intermediate, and Advanced Courses

50a. **Topics in Chemistry**. Fall 2007. Danton D. Nygaard.

An examination of the ways in which cultural and natural forces are changing our environment. Selected principles of science are developed in the context of examining how science works, properties of the Earth system, and the nature of global change. Presumes no background in science and is not open to students who have credit for a college-level chemistry course.

[**55a - INS**. **Science of Food and Wine**. (Same as **Biology 55**.)]

101a - INS. **Introductory Chemistry**. Every fall. David S. Page.

A first course in a two-semester introductory college chemistry program. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week. *To ensure proper placement, students are expected to have taken the chemistry placement examination prior to registering for* ***Chemistry 101***.

105a - MCSR, INS. **Perspectives in Environmental Science**. Every spring. Spring 2008. John Lichter and Danton D. Nygaard.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Environmental Studies 201**.)

Prerequisite: One 100-level or higher course in biology, chemistry, geology, or physics.

109a - INS. **General Chemistry**. Every fall and spring. Fall 2007. Ronald L. Christensen. Spring 2008. The Department.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week. *To ensure proper placement, students are expected to have taken the chemistry placement examination prior to registering for* ***Chemistry 109***.

Prerequisite: One year of high school chemistry with laboratory or **Chemistry 101**.

[**205a - INS**. **Environmental Chemistry**. (Same as **Environmental Studies 205** and **Geology 205**.)]

210a - MCSR, INS. Chemical Analysis. Every fall. Elizabeth A. Stemmler.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

225a. Organic Chemistry I. Every fall. Richard D. Broene, Brian R. Linton, and Michael P. Danahy.

Introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

226a. Organic Chemistry II. Every spring.Richard D. Broene and Brian R. Linton.

Continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225**.

231a - MCSR, INS. Biochemistry and Cell Biology. Every spring. Bruce Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. (Same as **Biology 224**.)
Prerequisite:

Biology 102, **104**, **105**, or **109**. **Chemistry 225** is recommended.

232a - MCSR. Biochemistry II: Enzymes and Metabolism. Fall 2007. David S. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Biology 232**.)

Prerequisite: **Chemistry 226**.

240a - MCSR, INS. Inorganic Chemistry. Every spring. Michael P. Danahy.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

251a - MCSR, INS. Physical Chemistry I. Every fall. Laura F. Voss.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical reaction kinetics are related to molecular properties by means of the kinetic theory of gases, the laws of thermodynamics, and transition state theory.

Prerequisite: **Chemistry 109**, **Mathematics 171**, and **Physics 104**, or permission of the instructor. **Mathematics 181** is recommended.

252a - MCSR, INS. Physical Chemistry II. Every spring. Ronald L. Christensen.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**, **Mathematics 171**, and **Physics 104**, or permission of the instructor. **Mathematics 181** is recommended.

Note: **Chemistry 251** is not a prerequisite for **Chemistry 252**.

263a - MCSR, INS. Laboratory in Molecular Biology and Biochemistry. Every semester. Katherine R. Farnham and the Biochemistry Program.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing, and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Biology 263**.)

Prerequisite: Previous credit or concurrent registration in **Biology 224** (same as **Chemistry 231**).

291a–294a. Intermediate Independent Study in Chemistry. The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member. Designed for students who have not completed at least four of the 200-level courses required for the chemistry major.

[**305a**. **Environmental Fate of Organic Chemicals**. (Same as **Environmental Studies 305**.)]

310a - INS. Instrumental Analysis. Spring 2008. Elizabeth A. Stemmler.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

Prerequisite: **Chemistry 210** or permission of the instructor.

325a. **Structure Determination in Organic Chemistry**. Fall 2007. Richard D. Broene.

Theory and applications of spectroscopic techniques useful for the determination of organic structures. Mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance (NMR) spectroscopy are discussed. Heavy emphasis is placed on applications of multiple-pulse, Fourier transform NMR spectroscopic techniques. Lectures and at least two hours of laboratory work per week.

Prerequisite: **Chemistry 226**.

330a. **Biochemical Toxicology**. Spring 2008. David S. Page.

Provides an explanation of dose-response relationships, disposition and metabolism of toxic substances, and toxic responses of organisms to foreign compounds. Examples illustrating mechanisms of toxicity will be discussed. Concepts and mechanisms from organic chemistry and biochemistry are applied to understanding the biochemical effects of toxic substances. Case studies will include a discussion of the mechanisms of the acute toxicity of pesticides and the possible relationships between environmental exposures to pesticides and human health.

Prerequisite: **Chemistry 226** and **251**. **Chemistry 232** is strongly recommended.

331a. Chemical Biology. Fall 2007. Danielle H. Dube.

The power of organic synthesis has had a tremendous impact on our understanding of biological systems. Examines case studies in which synthetically derived small molecules have been used as tools to tease out answers to questions of biological significance. Topics include synthetic strategies that have been used to make derivatives of the major classes of biomolecules (nucleic acids, proteins, carbohydrates, and lipids), and the experimental breakthroughs these molecules have enabled (e.g., polymerase-chain reaction, DNA sequencing, microarray technology). Emphasis is on current literature, experimental design, and critical review of manuscripts.

Prerequisite: **Chemistry 226** and **232** (same as **Biology 232**). **Chemistry 231** is strongly recommended.

[**340a. Advanced Inorganic Chemistry**.]

360a. Molecular Medicine. Spring 2008. Brian R. Linton.

Exploration of the molecular and cellular mechanisms of disease, with concurrent emphasis on the development of medicinal treatments. Specific topics may include metabolic disorders and treatment, activity of antibiotics, bacteriological resistance, HIV infection and antiviral treatment, cancer occurrence and treatment, and the pharmacology of brain activity. A significant portion of the covered material is derived from the primary literature. All medical conditions are framed in the context of pharmaceutical design and evaluation.

Prerequisite: **Chemistry 226** and **231** (same as **Biology 224**), or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Chemistry. The Department.

Advanced version of **Chemistry 291–294**. Students are expected to demonstrate a higher level of ownership of their research problem and to have completed at least four of the 200-level courses required for the major.

Classics

Professor: Barbara Weiden Boyd, *Chair*
Associate Professors: James A. Higginbotham, Jennifer Clarke Kosak
Instructor: Robert B. Sobak
Department Coordinator: Tammis L. Lareau

The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from multiple perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level. Of the remaining courses, one should be chosen from**Archaeology 101** or **102**, one should be chosen from **Classics 101** or **102**, and one should be chosen from **Classics 211** or **212**. Of the courses a student wishes to count towards the major, at least one at the 300 level should be taken during the senior year. Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Courses so designated are identified in the course descriptions below.

Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classical Archaeology

The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101**, **102**, and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Courses so designated are identified in the course descriptions below.

Classical Studies

The classical studies major provides a useful foundation for students who seek a multi-disciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with courses that explore the culture, history, and traditions of the ancient Mediterranean.

Requirements for the Major in Classical Studies

The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of two courses should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student's preparation and is determined by the department. The remaining classes should include: **Classics 101**, **102**, **211**, and **212**; at least one course in classical archaeology; at least one and not more than two classes outside the Department of Classics and chosen from the following: **Anthropology 102**, **221**, **228**, or **230**; **Art History 213**; **Government 240**; **Philosophy 111**, **331**, or **335**, **Religion 106**, **215**, **216**; **English/Theater 106**; and at least two advanced courses in the department at the

300 level, one of which must be a designated research seminar. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Courses so designated are identified in the course descriptions below.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 206.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek:* Five courses in the department, including at least four in the Greek language;
2. *Latin:* Five courses in the department, including at least four in the Latin language;
3. *Classics:* Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206**;
4. *Archaeology:* Six courses in the department, including either **Archaeology 101** or **102**, one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:
   a. *—for the Greek studies concentration:* two courses in the Greek language; **Archaeology 101**; one of the following: **Classics 17** (or any other appropriate first-year seminar), **Classics 101**, **102**, or **211**; or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335**; **Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.
   b. *—for the Roman studies concentration:* two courses in the Latin language; **Archaeology 102**; one of the following: **Classics 16** (or any other appropriate first-year seminar), **Classics 101**, **102**, or **212**; or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the classics department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year (see page 49). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 2007. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209**.)

102c. Introduction to Roman Archaeology. Fall 2008. James Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210**.)

[**202c - ESD, IP. Augustan Rome**. (Same as **Classics 202**.)]

[**203c - ESD, IP. Temples, Shrines, and Holy Places of Ancient Greece**. (Same as **Classics 203**.)]

[**206c**. ***Hispania Antiqua:* The Art and Archaeology of Ancient Spain**.]

207c,d - IP. Who Owns the Past? The Roles of Museums in Preserving and Presenting Culture. Spring 2008. James Higginbotham and Susan Kaplan.

Examines the storied place of museums in the acquisition, preservation, and display of cultural heritage. The past practices of museums are studied with an eye to how they inform present policies. Examines museums' responses when confronting national and ethnic claims to items in museums' permanent collections; the ethical choices involved in deciding what should be exhibited; the impact of politics, conflicts, and war on museum practices; and the alliances between museums, archaeologists, art historians, and anthropologists. Students benefit from conversations with a number of Bowdoin faculty and staff, as well as a series of guest speakers from other organizations. Selected readings and class discussion are augmented by visits to the College's two museums and other local museums. (Same as **Anthropology 205**.)

Prerequisite: One 200-level course in anthropology, archaeology, art history, or sociology; or permission of the instructors.

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include the Greek Bronze Age, Etruscan art and archaeology, Greek and Roman numismatics, and Pompeii and the cities of Vesuvius. The 300-level courses currently scheduled are:

302c. Ancient Numismatics. Spring 2008. James Higginbotham.

Surveys Greek and Roman coinage by examining a series of problems ranging chronologically from the origins of coinage in the seventh century B.C. to the late Roman Empire. How do uses of coinage in Greek and Roman society differ from those of the modern era? How does numismatic evidence inform us about ancient political and social, as well as economic, history? One class each week is held in the Bowdoin College Museum of Art, and course assignments are based on coins in the collection.

304c. Pompeii and the Cities of Vesuvius. Spring 2009. James Higginbotham.

The archaeological record of Pompeii and the neighboring towns of the Bay of Naples is unique in the range and completeness of its testimony about domestic, economic, religious, social, and political life in the first century a.d. Examines archaeological, literary, and documentary material ranging from architecture and sculpture to wall painting, graffiti, and the floral remains of ancient gardens, but focuses on interpreting the archaeological record for insight into the everyday life of the Romans. Archaeological materials are introduced through illustrated presentations and supplementary texts.

Prerequisite: **Archaeology 101** or **102**.

[**305c - ESD, IP. Etruscan Art and Archaeology**.]

[**307c - IP. The Art of Trade: Archaeology and Commerce in the Ancient Mediterranean**.]

CLASSICS

First-Year Seminar

For a full description of first-year seminars, see pages 147–57.

16c. Cultural Connections in the Ancient Mediterranean. Fall 2007. James Higginbotham.

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

101c - ESD, IP. Classical Mythology. Spring 2008. Barbara Weiden Boyd.

Focuses on the mythology of the Greeks and the use of myth in Classical literature. Other topics considered are: recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses*.

102c - ESD, IP. Introduction to Ancient Greek Culture. Spring 2009. Jennifer Clarke Kosak.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition. Considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

[**202c - ESD, IP. Augustan Rome**. (Same as **Archaeology 202**.)]

[**203c - ESD, IP. Temples, Shrines, and Holy Places of Ancient Greece**. (Same as **Archaeology 203**.)]

211c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Every other spring. Spring 2008. Robert Sobak.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **History 201**.)

212c. Ancient Rome. Every other spring. Spring 2009. Robert Sobak.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **History 202**.)

222c - ESD, IP. Artisans, Artistry, and Manual Labor in Ancient Greece. Fall 2007. Robert Sobak.

A topical history of craft labor and industry in the ancient world. Examines how ideas of manual labor, skill, and artisanship are presented in selected literary texts, and considers ancient and comparative evidence for particular types of work, such as shipbuilding, weaving, pottery, metallurgy, carpentry, and building construction. Also looks at modern analogs to these crafts, and includes at least one field trip to a local shipbuilding workshop. In addition to providing a focused introduction to ancient Greek culture and history, one of the main goals of the class is to develop students' appreciation for the knowledge, skill, and contributions of common, working people throughout history and in our own society.

[**229c - ESD. Gender and Sexuality in Classical Antiquity**. (Same as **Gender and Women's Studies 229**.)]

[**241c. The Transformations of Ovid**.]

[**311c. Ancient Greek Tyranny: Image and History**.]

312c. Ancient Greek Medicine. Fall 2007. Jennifer Clarke Kosak.

Research Seminar. Explores the development of scientific thinking in the ancient Greek world by examining the history of Greek medicine. Topics include the development of Greek rationalist thought; concepts of health and disease; notions of the human body, both male and female; the physician's skills (diagnosis, prognosis, remedy); similarities and differences between religious and scientific views of disease; concepts of evidence, proof, and experiment; Greek medical thinking in the Roman world.

Prerequisite: One 100-level or 200-level course in archaeology, classics, or Greek, or permission of the instructor.

GREEK

101c. Elementary Greek. Spring 2008. Jennifer Clarke Kosak.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect. Offered in Spring 2008 concurrently with **Greek 102** as an intensive introduction to the language. **Greek 101** and **Greek 102** must be taken together in order to receive course credit for each of them.

102c. Elementary Greek. Spring 2008. Jennifer Clarke Kosak.

A continuation of **Greek 101**; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect. Offered in Spring 2008 concurrently with **Greek 101** as an intensive introduction to the language. **Greek 101** and **Greek 102** must be taken together in order to receive course credit for each of them.

203c. Intermediate Greek for Reading. Every fall. Fall 2007. Robert Sobak.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c - IP. Homer. Every spring. Spring 2008. Robert Sobak.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Greek lyric and elegiac poetry; Homer's *Odyssey;* Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory, and the literature of the Alexandrian era. The 300-level course to be offered in 2007-2008 is to be determined by consultation with Professor Kosak.

391c-392c Special Topics in Greek. Spring 2008. Jennifer Clarke Kosak.

LATIN

101c. Elementary Latin. Every fall. Fall 2007. Barbara Weiden Boyd.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin. Every spring. Spring 2008. Robert Sobak.

A continuation of **Latin 101**. During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Fall 2007. Barbara Weiden Boyd.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c - IP. Studies in Latin Literature. Every spring. Spring 2008. James Higginbotham.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History,* or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

Latin 205 and **206** are offered in alternate years.

205c. Latin Prose. Every other year. Fall 2008. James Higginbotham.

An introduction to the content, genres, and style of the greatest writers of Latin prose (including speeches, rhetorical and philosophical works, and historical texts). Authors to be read may include Cicero, Sallust, Livy, Tacitus, or Suetonius. Equivalent of **Latin 204** or four or more years of high school Latin is required.

206c. Roman Comedy. Every other year. Fall 2007. Jennifer Clarke Kosak.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin, and several others in English translation. Students are introduced to modern scholarship on the history and interpretation of Roman theater. Equivalent of **Latin 204** or four or more years of high school Latin is required.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses;* Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics;* Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses currently scheduled are:

301c. The Historians. Fall 2008. Barbara Weiden Boyd.

[**304c. Cicero and Roman Oratory**.]

305c - IP. Virgil. Spring 2008. Barbara Weiden Boyd.

309c - IP. Tacitus. Fall 2007. Barbara Weiden Boyd.

Historian Cornelius Tacitus is our single most important source for the first century of the Roman Empire and its rulers. His prose works provide unforgettable portraits of the early emperors, and keenly depict the disappearance of civil liberties and growth of a totalitarian regime in Rome. Focuses on his *Annales*, in particular his narratives concerning the reigns of Tiberius (A.D. 14–37) and Nero (A.D. 54–68), and compares them with other historical evidence for the period. Attention is paid throughout the semester to Tacitus's unique and influential prose style.

391c–392c. Special Topics in Latin. The Department.

[**391c. Didactic Poetry**.]

[**392c - IP. Horace: The Career of an Augustan Poet**.]

Independent Study in Archaeology, Classics, Greek, and Latin.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Computer Science

Professor: Allen B. Tucker, Jr.
Associate Professors: Eric L. Chown, Stephen M. Majercik, *Chair*
Assistant Professors: Adriana Palacio, Laura I. Toma
Senior Department Coordinator: Suzanne M. Theberge

Requirements for the Major in Computer Science

The major consists of nine computer science courses and two additional courses (**Mathematics 161** or the equivalent and **Mathematics 165** or higher), for a total of eleven courses. The computer science portion of the major consists of two introductory courses (**Mathematics 200** and **Computer Science 101**); four intermediate "core" courses (**Computer Science 210, 231, 250,** and **289**); two 300-level elective courses; and a third elective that can be filled by any remaining computer science courses (i.e., any course numbered 260 or above except **289**) including an independent study.

Requirements for the Minor in Computer Science

The minor consists of five courses: a 100-level computer science course or the equivalent, **Computer Science 210**, and any three additional computer science courses at the 200 level or above.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 207.

Introductory Courses

50a - MCSR. Computing: Tools and Issues. Fall 2007. Allen Tucker and Eric Chown.

What is computer science? How does it differ from related disciplines, especially mathematics and the sciences? What are the core elements of computer science and how do they reveal themselves in our everyday lives? What do we need to know about computer science in order to function effectively in a technological world? Helps prepare students to address these questions. Takes a first-hand look at the nature of programming and its role in computer science. Explores the nature of the Internet—how it is designed, managed, and used effectively in commercial, academic, and governmental applications. Also examines some key social and ethical issues that have important places in a technological world, such as intellectual property, privacy, and Internet security. Combines lectures, laboratory experiences, readings, and short papers to substantively engage these questions and issues. A modest amount of programming accompanies the laboratory component. Additional laboratory work includes the use of simulators and models that add hands-on experiences to topics encountered in the readings. Students who have taken or are concurrently taking any computer science course numbered 100 or above do not receive credit for this course.

101a - MCSR. Introduction to Computer Science. Every semester. The Department.

What is computer science, what are its applications in other disciplines, and its impact in society? A step-by-step introduction to the art of problem solving using the computer and the Java language. Provides a broad introduction to computer science and programming through real-life applications. Weekly labs provide experiments with the concepts presented in class, and problems that arise in real-life. Assumes no prior knowledge of programming or computers.

Intermediate and Advanced Courses

210a - MCSR. Data Structures. Every semester. Laura Toma.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. This course is a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures.

Prerequisite: **Computer Science 101** or permission of the instructor. Beginning in Spring 2008, students interested in taking **Computer Science 210** are required to pass the computer science placement examination prior to registration.

231a - MCSR. Algorithms. Every fall. Laura Toma.

An introductory course on the design and analysis of algorithms building on concepts from **Computer Science 210**. Introduces a number of basic algorithms for a variety of problems such as searching, sorting, selection, and graph problems (e.g. spanning trees and shortest paths). Discusses analysis techniques, such as recurrences and amortization, as well as algorithm design paradigms such as divide-and-conquer, dynamic programming, and greedy algorithms.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

250a - MCSR. Principles of Programming Languages. Every spring. Eric Chown.

Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, "functional" languages (such as Haskell) focus attention on the behavioral aspects of the real-world phenomena being modeled; "logic programming" languages (such as Prolog) focus attention on the declarative aspects of problem-solving. Covers principles of language design and implementation including syntax, semantics, type systems, control structures, and compilers.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

260a - MCSR. Software Design. Fall 2007. Allen Tucker.

Studies the process for designing complex software applications, with a special focus on the use of formal design and verification methods. The study of formal methods includes contemporary methodologies and tools like "designs by contract," the Unified Modeling Language (UML), and the Java Modeling Language (JML). Students evaluate the overall strengths and limitations of formal specification and verification in the software design process. A substantial software design project is used as a case study for working with various concepts, tools, and techniques in a laboratory setting.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

270a - MCSR. Artificial Intelligence. Fall 2007. Stephen Majercik.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, reinforcement learning, neural networks, and other approaches are applied to a variety of problems with an emphasis on agent-based approaches. Formerly **Computer Science 370**.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

289a - MCSR. Theory of Computation. Every spring. Adriana Palacio.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems.

Prerequisite: **Mathematics 200** or permission of the instructor.

291a–294a. Intermediate Independent Study in Computer Science. The Department.

320a. Robotics. Fall 2009. Eric Chown.

Robotics is a challenging discipline that encourages students to apply theoretical ideas from a number of different areas—artificial intelligence, cognitive science, operations research—in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Addresses these problems from both a theoretical perspective (computational complexity and algorithm development) and a practical perspective (systems and human/robot interaction) through multiple programming projects involving simulated and actual robots.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

325a. Modern Cryptography. Fall 2008. Adriana Palacio.

The smooth functioning of our society increasingly depends on the flow of information through computer networks. Problems of privacy and authenticity of information have become extremely important, and cryptography is an essential tool in addressing these issues. An introduction to modern cryptography, covering topics such as block ciphers, modes of operation, private-key encryption, hash functions, digital signatures, public-key encryption, RSA, the discrete logarithm problem, public-key infrastructure, key distribution, and various applications. Emphasizes a rigorous mathematical approach including formal definitions of security goals and proofs of protocol security, and identification of weaknesses in designs.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

340a. **Spatial Data Structures**. Spring 2008. Laura Toma.

In many disciplines the data being collected have spatial coordinates. Analysis of spatial data is an active area of research in computer science, with applications in areas like computer-aided design (CAD), data warehousing, network routing and geographic information systems (GIS). Presents algorithms and data structures for problems involving spatial data, covering both their theory and their practical efficiency and scalability to large datasets. Topics include spatial database design; computational geometry, covering algorithms for computing convex hulls, Delaunay triangulations and Voronoi diagrams; line segment intersection and spatial join; data structures for orthogonal range searching; nearest-neighbor queries and window queries; techniques for dynamization of spatial data structures; clustering techniques and external memory algorithms.

Prerequisite: **Computer Science 210** and **231**, or permission of the instructor.

350a. **GIS Algorithms and Data Structures**. Spring 2009. Laura Toma.

Geographic information systems (GIS) handle geographical data such as boundaries of countries; course of rivers; height of mountains; and location of cities, roads, railways, and power lines. GIS can help determine the closest public hospital, find areas susceptible to flooding or erosion, track the position of a car on a map, or find the shortest route from one location to another. Because GIS deal with large datasets, making it important to process data efficiently, they provide a rich source of problems in computer science. Topics covered include data representation, triangulation, range searching, point location, map overlay, meshes and quadtrees, terrain simplification, and visualization.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

355a. **Cognitive Architecture**. Fall 2007. Eric Chown.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different from those used by computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. The course is conceptually oriented, drawing ideas from computer science, psychology, and neuroscience. No programming experience necessary.

Prerequisite: One of the following: **Computer Science 231** or **250**, **Biology 214** or **253**, or **Psychology 270**.

360a. **Computer and Network Security**. Fall 2007. Adriana Palacio.

Covers the fundamental concepts and techniques used to ensure secure computing and communication. Topics include cryptographic protocols, code security and exploitation (buffer overflows, race conditions, SQL injection, etc.), access control and authentication, covert channels, protocol attacks, firewalls, intrusion detection/prevention, viruses/worms and bots, spyware and phishing, denial-of-service, privacy/anonymity, and computer forensics. The goal of the course is to provide an appreciation of the fundamental challenges in designing and implementing secure systems as well as an understanding of the base technologies and threats in today's interconnected environment.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

375a. Optimization and Uncertainty. Spring 2008. Stephen Majercik.

Optimization problems and coping with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Topics include constraint satisfaction, systematic and non-systematic search techniques, and probabilistic inference and planning.

Prerequisite: **Computer Science 210** and **Mathematics 200**.

380a. Artificial Intelligence and Computer Games. Spring 2009. Stephen Majercik.

In the same way that robotic soccer has become a popular test-bed for robotics research, computer games are becoming an increasingly utilized test-bed for the development of new techniques in certain areas of artificial intelligence (AI) research (e.g. knowledge representation; search; planning, reasoning, and learning under uncertainty). At the same time, AI techniques are becoming increasingly necessary in commercial computer games to provide interesting, realistic synthetic characters (entities, human or otherwise, that assist or oppose the game player). Explores that symbiosis by studying a subset of AI techniques that are relevant to the creation of synthetic characters in computer games, using these techniques to create AI-endowed synthetic characters (e.g. characters that can learn from their experience and thus do not become predictable), and testing them in actual computer games.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Computer Science. The Department.

Economics

Professors: Rachel Ex Connelly, Deborah S. DeGraff, *Chair;* John M. Fitzgerald,
Jonathan P. Goldstein, David J. Vail
Associate Professors: Gregory P. DeCoster, Guillermo Herrera, B. Zorina Khan†
Assistant Professors: Paola Boel, Joon-Suk Lee
Instructor: Julian P. Diaz
Department Coordinator: Elizabeth H. Palmer

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255**, **256**, and **257**), two advanced topics courses numbered in the 300s, at least one of which must be designated as a seminar, and two additional courses in economics numbered 200 or above. Only one of **Economics 260** and **360** may be counted toward the economics major. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255**, **256**, and **257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C- or better must be earned in a course. Courses required for the major or minor must be taken on a graded basis.

All prospective majors and minors are required to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316**. The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316**. Students should consult the Department of Economics about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 210.

Requirements for the Minor in Economics

The minor consists of **Economics 255** or **256**, and any two additional courses numbered 200 or above. Only one of **Economics 260** and **360** may be counted toward the economics minor. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course.

Introductory, Intermediate, and Advanced Courses

100b. **Introduction to the Economy**. Spring 2008. Gregory P. DeCoster.

A non-technical introduction to the operation of modern capitalist economies, with a focus on the United States. Emphasizes use of a small number of fundamental concepts to clarify how economies function and to provide a foundation for informed evaluation of contemporary economic debates. Topics include incentives, decision-making, markets as a means of allocating resources, characteristics of market allocation, measures and history of U.S. economic performance, structure and function of the financial system, sources of economic growth, and business cycles. Periodic discussions of the role of government in the economy. Seeks to provide a level of economic literacy adequate to understanding debates as conducted in the popular press. Appropriate for all students, but intended for non-majors. Does not satisfy the prerequisites for any other course in the Department of Economics.

101b - MCSR. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102**.

102b - MCSR. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101**.

208b - MCSR. American Economic History. Fall 2008 or Spring 2009. B. Zorina Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of economic growth in the United States. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions. Not open to students who have credit for **Economics 238** or **348**.

Prerequisite: **Economics 101** and **102**.

210b - MCSR. Economics of the Public Sector. Fall 2008 or Spring 2009. John M. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have credit for **Economics 310**.

Prerequisite: **Economics 101**.

211b - MCSR. Poverty and Redistribution. Fall 2007. John M. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include: social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. A substantial part of the course focuses on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101**.

Note: This course counts toward the major and minor in gender and women's studies.

212b – MCSR. Labor and Human Resource Economics. Fall 2008 or Spring 2009. Rachel Ex Connelly.

A study of labor market supply and demand, with special emphasis on human resource policies, human capital formation, and wage inequality.

Prerequisite: **Economics 101**.

Note: This course counts toward the major and minor in gender and women's studies.

216b - MCSR. **Industrial Organization**. Fall 2007. Joon-Suk Lee.

A study of the organization of firms, their strategic interaction and the role of information in competitive markets, and related policy issues such as antitrust. Introduces basic game-theoretic tools commonly used in models of industrial organization. Features industry sector analyses, antitrust cases, and classroom applications.

Prerequisite: **Economics 101** or permission of the instructor.

[**218b - MCSR**. **Environmental Economics and Policy**. (Same as **Environmental Studies 218**.)]

221b - MCSR. **Marxian Political Economy**. Fall 2008 or Spring 2009. Jonathan P. Goldstein.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of *Capital*. Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, globalization, and the decline of the Soviet Union.

Prerequisite: **Economics 100** or **101**, or permission of the instructor.

227b,d - MCSR, IP. **Human Resources and Economic Development**. Fall 2008. Deborah S. DeGraff.

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout and the interaction of sociocultural environments with economic forces is considered. Not open to students who have credit for **Economics 319**.

Prerequisite: **Economics 101**.

228b - MCSR. **Natural Resource Economics and Policy**. Spring 2008. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Environmental Studies 228**.)

Prerequisite: **Economics 101**.

231b - MCSR. **Economics of the Life Cycle**. Fall 2007. Rachel Ex Connelly.

A study of economic issues that occur at each age as one moves through life, such as economics of education, career choice, marriage (and divorce); fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, health care, elder care, and retirement. Considers age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage. Differences in experience based on race, gender, sexuality, income level, and national origin are an important component for discussion. Not open to students who have credit for **Economics 301**. (Same as **Gender and Women's Studies 231**.)

Prerequisite: **Economics 101**.

238b - MCSR. Economic History of American Enterprise. Spring 2009. B. Zorina Khan.

Presents an economic analysis of innovation in firms and markets during the course of American economic development. Central themes include changes in the role of institutions, such as the factory system and large corporations, relative to market transactions. The first part of the course considers specific issues in the organization of the firm, finance, and technology during the nineteenth century. The second part examines more contemporary questions bearing on the productivity and competitiveness of American enterprise. Not open to students who have credit for **Economics 208** or **348**.

Prerequisite: **Economics 101** and **102**.

255b - MCSR. Microeconomics. Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or the equivalent.

256b - MCSR. Macroeconomics. Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or the equivalent.

257b - MCSR. Economic Statistics. Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or the equivalent.

260b - MCSR. Finance I. Fall 2007. Gregory P. DeCoster.

Finance I and II (**Economics 260** and **360**) is a two-course sequence providing a thorough exposure to the fundamental concepts involved in corporate financial decision-making, investment analysis, and portfolio management. In addition, presents the financial accounting principles and practices necessary to understand and utilize corporate financial statements as inputs to decision-making and valuation exercises. Topics include functions and structure of the financial system, overview of valuation – measures of return and risk, and discounted cash-flow analysis; sources of financial information—basic accounting concepts, balance sheet, income statement, statement of cash-flows, and financial ratios; portfolio theory, the capital asset pricing model, and efficient markets theory; corporate decision-making, the cost of capital, capital budgeting, and capital structure. Not open to students who have credit for **Economics 209** or **309**.

Prerequisite: **Economics 101** and **102**. **Mathematics 161** is recommended.

277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2008. Rachel Ex Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, the course primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Asian Studies 269** and **Gender and Women's Studies 277**.)

Prerequisite: **Economics 101** and one of the following college-level statistics courses: **Economics 257**, **Mathematics 155** or **265**, **Psychology 252**, or **Sociology 201**, or permission of the instructor.

291b–294b. **Intermediate Independent Study in Economics**. The Department.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. **The Economics of the Family**. Fall 2008 or Spring 2009. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization. (Same as **Gender and Women's Studies 302**.)

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

302b. **Business Cycles**. Spring 2008. Jonathan P. Goldstein.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

308b. **International Trade**. Fall 2007. Julian P. Diaz.

Offers a theoretical and empirical analysis of international trade. Particular attention is given to the standard models of trade: the Ricardian model, the Heckscher-Ohlin model, the specific factors model, and the monopolistic competition model, as well as an introduction to applied general equilibrium models of trade liberalization. Current topics such as barriers to trade (quotas, tariffs); the effects of trade liberalization on wage inequality; regional integration blocs; the globalization debate; and the relation between trade, growth, and productivity are also analyzed. Data analysis is used in order to evaluate the success or shortcomings of the theoretical models.

Prerequisite: **Economics 255** and **256**.

310b. Advanced Public Economics. Spring 2008. John M. Fitzgerald.

Seminar. A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have credit for **Economics 210**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

316b. Econometrics. Fall 2007. Jonathan P. Goldstein.

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Mathematics 161**, or permission of the instructor.

318b. Environmental and Resource Economics. Spring 2009. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Not open to students who have credit for **Economics 218** or **228**. (Same as **Environmental Studies 318**.)

Prerequisite: **Economics 255** and **257**.

319b,d. The Economics of Development. Fall 2007. Deborah S. DeGraff.

Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well being. Topics include agricultural production, land use systems, technology and credit markets, household labor allocation and migration, investment in education and health, and income inequality.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

320b. Economics, Technology, and Progress. Fall 2008 or Spring 2009. B. Zorina Khan.

Seminar. Technological change represents one of the most essential conditions for economic and social progress. This course examines the microeconomics of R&D, invention, innovation, and diffusion from both a theoretical and empirical perspective. Topics include the history of technology, the intellectual property system, the sources of invention and innovation, R&D joint ventures, the "information economy," and globalization. Applications range from the industrial revolution of the nineteenth century through contemporary issues such as digital technology, biotechnology and the human genome project, Silicon Valley, and the Internet.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

340b. Law and Economics. Fall 2008. B. Zorina Khan.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. This course explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have credit for **Economics 341**.

Prerequisite: **Economics 255** or permission of the instructor.

[**348b. Research in Economic History**.]

355b. Game Theory and Strategic Behavior. Fall 2008 or Spring 2009.
Joon-Suk Lee.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences, where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Elementary calculus and probability theory are used.

Prerequisite: **Economics 255** or permission of the instructor.

[**356b. Monetary Economics**.]

360b. Finance II. Spring 2008. Gregory P. DeCoster.

Finance II is a continuation of **Economics 260**. The focus is essentially two-fold: (1) What are the sources of business value, and how can it be created? (2) How can the uncertainty and risk inherent to intertemporal choices, i.e. capital accumulation, be "managed"? Involves analysis of business strategy with regard to both operations and financing decisions; the pricing and uses of financial derivatives (i.e., futures, options, and swaps); sources of risk and basic risk management techniques; and finally, an examination of recent insights from behavioral finance. Not open to students who have credit for **Economics 209**.

Prerequisite: **Economics 255** and **260**.

401b–404b. Advanced Independent Study and Honors in Economics. The Department.

Education

Associate Professor: Nancy E. Jennings
Assistant Professors: Charles Dorn, *Chair;* Doris A. Santoro Gómez
Lecturer: Kathleen O'Connor
Adjunct Lecturer and Director of Field Experiences: Mary Lucile Gallaudet
Visiting Fellow in Education: Suzanne Aldridge
Pre-dissertation Fellow: Rodino Fabrizio Anderson
Adjunct Lecturer: George S. Isaacson
Department Coordinator: Lynn A. Brettler

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The department offers two minors: an **Education Studies** minor for students who do not plan to teach, and a **Teaching** minor for students who do plan to teach. Four courses are required for the **Education Studies** minor: either **Education 20** or **101** and three others chosen from among **Education 202, 203, 204, 205, 235, 245, 250, 251, 310**. Four courses are required for the **Teaching** minor: **Education 20** or **101, 203, 301, 303**. Students may not count Credit/D/Fail courses toward either minor. Students must earn a grade of C– or better in order to have a course count toward either minor in education.

Requirements for Certification to Teach in Public Secondary Schools

The department provides a sequence of courses that leads to certification for secondary school teaching. This sequence includes the following:

1. A major in a subject area of certification offered by Bowdoin College with State of Maine endorsement: mathematics, life science, physical science, English, foreign language, or social studies, and permission of the department (additional requirements for social studies candidates are two courses in United States history, two courses in world history, one course in economics, and one course in government). Majors at Bowdoin do not correspond directly with requirements for public school certification. Students are strongly encouraged to meet with a member of the department early in their College career to discuss their candidacy for student teaching.

2. Seven courses offered by the education department: **Education 20** or **101**, and **Education 203, 301, 302, 303, 304**, and **305**.

To student teach, a student must apply for candidacy through the department, must be a community member in good standing, and have a strong academic record. A cumulative 3.0 grade point average is required, as well as a 3.0 grade point average in **Education 301** and **Education 303**. In addition to required course work, candidates for certification must be fingerprinted and must earn a passing score on all examinations specified by the Maine Department of Education. Since this requirement was first instituted, Bowdoin students' pass rate has been 100%.

Ninth Semester Student Teaching Option

Students who have fulfilled all core secondary school subject area requirements for certification, have completed all Department of Education course requirements necessary for secondary teacher certification except for student teaching (**Education 302**) and the student teaching seminar (**Education 304**), have met all other criteria for student teaching (see above), and who have graduated from Bowdoin within the last two years may apply to the department for special student status to student teach. Students may apply for special student status for either the fall or spring semester. Students will be charged a reduced tuition fee. The department reserves the right to limit participation in this program because of staffing considerations.

First-Year Seminar

For a full description of first-year seminars, see pages 147–57.

20c. The Educational Crusade. Spring 2008. Charles Dorn.

Introductory, Intermediate, and Advanced Courses

101c - ESD. Contemporary American Education. Fall 2007. Charles Dorn. Spring 2008. Suzanne Aldridge.

Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

202c - ESD. Education and Biography. Spring 2008. Doris Santoro Gómez.

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual, one infrequently represented in the professional literature. Authors include Coles, McCarthy, Welty, and Wolff.

Prerequisite: **Education 20** or **101**.

203c - ESD. Educating All Students. Fall 2007. Doris Santoro Gómez. Spring 2008. Suzanne Aldridge.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of 24 hours of observation in a local elementary school.

Prerequisite: **Education 20** or **101**.

235c. American Philosophy of Education. Spring 2008. Rodino Anderson.

How does philosophical thinking help us determine what is the meaning and value of education in a complex society such as the United States? Intensive reading and writing discussion course focuses on some of the moral, aesthetic, and epistemological dimensions of educational philosophers that have influenced how we think about education in the United States.Students work from course readings to begin to articulate their own educational philosophy.

245c. Education and Social Justice. Fall 2007. Doris Santoro Gómez.

What is the connection between education and social justice? Explores the roles of schools and alternative educational environments in working towards equity among social groups. Particular attention is paid to urban public schools and teaching as a form of activism, as well as historical and philosophical perspectives on the transformative power of education. Students are asked to develop a vision for social justice and a provisional plan for its realization in an educational setting.

Prerequisite: **Education 20** or **101**.

250c. Education and Law. Every other year. Fall 2007. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Government 219**.)

251c. Teaching Writing: Theory and Practice. Fall 2007. Kathleen O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection in previous spring semester by application to the Writing Project (see page 44).

291c–294c. Intermediate Independent Study in Education.

301c. Teaching. Fall 2007. Suzanne Aldridge.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of 36 hours of observation in a local secondary school. **Education 303** must be taken concurrently with this course.

Prerequisite: Senior standing; **Education 20** or **101**, and **Education 203**; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

302c. Student Teaching Practicum. Spring 2008. Lu Gallaudet.

Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grades are awarded on a Credit/D/Fail basis only. **Education 304** must be taken concurrently. Students must complete an application and interview.

Prerequisite: **Education 203**, **301**, and **303**; senior standing; a cumulative 3.0 grade point average, and a 3.0 grade point average in **Education 301** and **Education 303**; and permission of the instructor.

303c. Curriculum. Fall 2007. Charles Dorn.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. **Education 301** must be taken concurrently with this course.

Prerequisite: Senior standing; **Education 20** or **101**, and **Education 203**; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 2008. Lu Gallaudet.

This course is designed to accompany **Education 302, Student Teaching Practicum**, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisite: Senior standing; a cumulative 3.0 grade point average, and a 3.0 grade point average in **Education 301** and **303**; **Education 203**, **301**, and **303**; and permission of the instructor.

305c. Adolescents in School. Spring 2008. Doris Santoro Gómez.

A study of adolescent development within the context of teaching and learning in schools. Designed primarily for those engaged in student teaching. Links theory and research with the student teacher's practical application in the classroom. Begins with classic conceptions of identity development, and moves to a more contemporary understanding of adolescence, as it both affects and is affected by school. Topics include physical, cognitive, social, and emotional development of the secondary school student.

Prerequisite: **Education 20** or **101**; **203**, **301**, and **303**; and permission of the instructor.

310c. The Civic Functions of Higher Education in America. Spring 2008. Charles Dorn.

What does it mean for an institution of higher education to act in the public interest? How have interpretations of higher education's public service role changed throughout history? In what ways might a college, such as Bowdoin, fulfill its institutional commitment to promote the "common good"? Examines the civic functions adopted by and ascribed to institutions of higher education in America, from the seventeenth century to the present. Students investigate both how colleges and universities have employed civic rhetoric to advance institutional agendas and how societal expectations of civic responsibility have shaped these institutions over time. Students survey relevant literature in the history of liberal arts colleges, research universities, women's colleges, and historically Black colleges and universities; learn how historians frame questions, gather and interpret evidence, and draw conclusions; and conduct archival research, culminating in a case study of one institution's historically defined civic purpose.

Prerequisite: **Education 20** or **101**, or one course in history.

401c–404c. Advanced Independent Study in Education.

English

Professors: David Collings, Celeste Goodridge, Marilyn Reizbaum, William C. Watterson
Associate Professors: Aviva Briefel, Peter Coviello, Ann Louise Kibbie†,
Elizabeth Muther, *Chair*
Assistant Professors: Mary Agnes Edsall, Aaron Kitch, Mark Foster
Visiting Assistant Professor: Hilary Thompson
Joint Appointments with Africana Studies: Visiting Assistant Professor Dan J. Moos,
Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer Jarrett H. Brown
Joint Appointment with Asian Studies: Assistant Professor Belinda Kong
Joint Appointment with Latin American Studies: Consortium for Faculty Diversity
Pre-Dissertation Fellow and Lecturer William Arcé
Writers-in-Residence: Margot Livesey, Anthony E. Walton
Department Coordinator: Barbara Olmstead

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar (**English 10-24**) or introductory course (**English 104-110**), either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800. These are courses in Old English and medieval literature, Renaissance literature, and the literature of the Restoration and the eighteenth century. The individual courses that satisfy this requirement are identified by a note in the course description. Only one of these three courses may be a Shakespeare drama course, and only one may be a Chaucer course. Only one transfer course may count toward this requirement. At least one of the ten courses must be chosen from offerings in literature of the Americas. The individual courses that satisfy this requirement are identified by a note in the course description. Also, each student must take at least one advanced seminar in the department (any 300-level English course). Students may, when appropriate, also count the advanced seminar toward one of the requirements listed above. Transfer credits will not count for the advanced seminar requirement. The remaining courses may be selected from the foregoing and/or first-year seminars; Introductory or Advanced Creative Writing; **200** and/or **300** Literary Analysis; Independent Study; and **401–402** (Advanced Independent Study/Honors). No more than three courses may come from the department's roster of first-year seminars and 100-level courses; no more than one creative writing course will count toward the major. As one of two courses outside the department, one upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See page 207.

Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar (**English 10–24**) or introductory course (**English 104–110**). At least three of the remaining four courses must be numbered 200 or above. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count. Students may not apply transfer credits to the minor.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered 10–18 in the fall; 19-24 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 147–57.

10c. Transfigurations of Song. Fall 2007. David Collings.

11c. Modern American Authors: Cather (1873-1947), Hemingway (1899-1961), and Fitzgerald (1896-1940). Fall 2007. Celeste Goodridge.

12c. The Western. Fall 2007. Dan J. Moos.

13c. Shakespeare's Afterlives. Fall 2007. Aaron Kitch.

14c,d. Shanghai Imagined. Fall 2007. Belinda Kong.
(Same as **Asian Studies 17**.)

15c. Hawthorne. Fall 2007. William Watterson.

16c. What We Talk about When We Talk about Love. Fall 2007. Mark Foster.
(Same as **Gender and Women's Studies 16**.)

17c. Animal Life. Fall 2007. Hilary Thompson.

18c. Literature of United States-Middle Eastern Wars. Fall 2007. William Arcé.

19c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2008. Aviva Briefel.
(Same as **Gay and Lesbian Studies 19** and **Gender and Women's Studies 19**.)

20c. Lesbian Personae. Spring 2008. Peter Coviello.
(Same as **Gay and Lesbian Studies 20** and **Gender and Women's Studies 23**.)

21c,d. Migration Narratives: Writers of the Caribbean. Spring 2008. Jarrett Brown.
(Same as **Africana Studies 21**.)

22c. Of Comics and Culture. Spring 2008. Elizabeth Muther.

23c. The Nuclear Plot. Spring 2008. Marilyn Reizbaum.

24c. Poetry Workshop. Spring 2008. William Watterson.

Introductory Courses in Literature

104c–110c. Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. (Specific content and focus of each course will vary with the instructor.)

104c. From Page to Screen: Film Adaptation and Narrative. Fall 2007. Aviva Briefel.

Explores the topic of "adaptation," specifically, the ways in which cinematic texts transform literary narratives into visual forms. Begins with the premise that every adaptation is an interpretation, a rewriting/rethinking of an original text that offers an analysis of that text. Central to class discussions is close attention to the differences and similarities in the ways in which written and visual texts approach narratives, the means through which each medium constructs and positions its audience, and the types of critical discourses that emerge around literature and film. May include works by Philip K. Dick, Charles Dickens, Howard Hawks, Alfred Hitchcock, Stanley Kubrick, David Lean, Anita Loos, Vladimir Nabokov, and Ridley Scott.

105c. Introduction to Poetry. Fall 2007. Peter Coviello.

Aims to understand poetry's varied workings, considering, most extensively, the basic materials—words, lines, metaphors, sentences—from which poems have traditionally been assembled. By studying closely the components of meter, diction, syntax and line, rhyme, and figure—in essence, how poems work—aims to see more clearly into the ends poems work for: meaning, rhapsody, transport, etc.

106c. Introduction to Drama. Spring 2008. Aaron Kitch.

Traces the development of dramatic form, character, and style from classical Greece through the Renaissance and Enlightenment to contemporary America and Africa. Explores the evolution of plot design, with special attention to the politics of playing, the shifting strategies of representing human agency, and contemporary relationships between the theater and a variety of forms of mass media. Authors may include Sophocles, Aristophanes, Marlowe, Shakespeare, Dryden, Ibsen, Wilde, Beckett, Mamet, and Churchill. (Same as **Theater 106**.)

110c. English Literature and Social Power. Spring 2008. David Collings.

Considers whether works of literature encode modes of social power, articulate styles of cultural entitlement, revise norms of behavior from the perspective of leisured domesticity, create satisfying narrative solutions to urban conflict, and absorb the difficulties of social life into the workings of individual consciousness. Do literary works reinforce fictions of social power, contest them, or both? Examines the relationship between ideology and literary form, placing both in the context of transformations in English culture from the early eighteenth through the early twentieth centuries. Discusses writings by Defoe, Pope, Wordsworth, Austen, Dickens, and Woolf alongside critical and interpretive essays.

Courses in Composition

60c. English Composition. Fall 2007. Mary Agnes Edsall. Spring 2008. Celeste Goodridge.

Practice in developing the skills needed to write and revise college-level expository essays. Explores the close relationship between critical reading and writing. Assignment sequences and different modes of analysis and response enable students to write fully developed expository essays. Does not count toward the major or minor in English.

Introductory Courses in Creative Writing

125c. Creative Writing: Poetry I. Fall 2008. Anthony Walton.

Intensive study of the writing of poetry through the workshop method. Students are expected to write in free verse, in form, and to read deeply from an assigned list of poets. Formerly **English 61**.

Prerequisite: Permission of the instructor.

127c. Nonfiction Literary Narrative. Fall 2007. Anthony Walton.

Engages in an intensive study of the writing of literary non-fiction narratives through the workshop method. Students are expected to engage in the study and discussion of craft techniques and issues particular to this genre, to read deeply from an assigned list of writers, and to compose a substantial narrative of their own. Formerly **English 68**.

Prerequisite: Permission of the instructor.

128c. Introductory Fiction Workshop. Spring 2008. Margot Livesey.

Begins with an examination of some technical aspects of fiction writing. In particular, considers those that we tend to take for granted as readers and need to understand better as writers, e.g. point of view, characterization, dialogue, foreshadowing, scene, and summary. Students read and discuss published stories, and work through a series of exercises to write their own stories. Workshop discussion is an integral part of the course. Admission based on writing samples. Not open to students who have credit for **English 69**. Formerly **English 66**.

Prerequisite: Permission of the instructor.

129c. Advanced Fiction Workshop. Spring 2008. Margot Livesey.

Presumes a familiarity with the mechanics of fiction and, ideally, previous experience in a fiction workshop. Uses published stories and stories by students to explore questions of voice and tone, structure and plot, how to deepen one's characters, and how to make stories resonate at a higher level. Students write several stories during the semester and revise at least one. Workshop discussion and critiques are an integral part of the course. Formerly **English 70**.

Prerequisite: Permission of the instructor.

Advanced Courses in Creative Writing

213c. Telling Environmental Stories. Fall 2007. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature, Cadillac Desert, Living Downstream,* and *Field Notes from a Catastrophe*. (Same as **Environmental Studies 216**.)

Prerequisite: Permission of the instructor. Preference given to students who have taken **Environmental Studies 101**.

[214c - VPA. Playwriting. (Same as **Theater 260**.)]

Advanced Courses in English and American Literature

201c. Chaucer: *The Canterbury Tales*. Every other year. Spring 2008. Mary Agnes Edsall.

Learn Middle English and enjoy and analyze a wide selection of the stories told on Chaucer's great literary road-trip. Includes a focus on medieval history, material culture, literary backgrounds, social codes, and social conflicts. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

202c. Chaucer: *Troilus and Criseyde*. Every other year. Spring 2010. Mary Agnes Edsall.

Learn Middle English and study Chaucer's tragic story of love in besieged Troy. Includes a focus on medieval discourses of love and empire, on the Troy story in the Middle Ages, and on the history and court culture of Ricardian England. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

203c. Topics in Medieval Literature: Trilingual England. Every other year. Fall 2008. Mary Agnes Edsall.

An introduction to the literature written in medieval England, with a focus on orality and literacy, and on the multilingualism of English culture in the Middle Ages. The world of medieval Europe was, at the least, bilingual, for Latin was the language of the Church and of the educated; moreover, in post-Norman England, French became the language of social and political power. Examines how different languages, discourses, and codes functioned in medieval English culture and considers works that depict exchanges between different cultures. Readings may include: Bede, *The Wanderer*, *The Dream of the Rood*, *The Song of Roland*, *The Play of Adam*, Chrétien de Troyes, Marie de France, medieval lyrics and fabliaux, Chaucer, *Mankind*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

204c. Tolkien's Middle Ages. Every other year. Fall 2007. Mary Agnes Edsall.

A study of the philological, historical, and literary backgrounds of J.R.R. Tolkien's *Lord of the Rings*. While some attention is given to major and minor works by Tolkien, as well as to Peter Jackson's films, the main focus of the course is on the nineteenth-century theories of philology and mythology that influenced Tolkien; on Anglo-Saxon and Middle English language, literature, and culture; as well as on Tolkien's essays, especially those on *Beowulf* and on Fairie. Presumes that students have a real familiarity with the text (as opposed to the film version) of *LOTR*. Medieval texts may include: Snorri Sturlusons's *Gylfaginning*, *The Kalevala*, *The Battle of Maldon*, *Beowulf*, *Lanval*, *Sir Orfeo*, and *Sir Gawain and the Green Knight*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2007. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2008. William Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **Theater 211**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

212c. Shakespeare's History Plays. Every other year. Fall 2008. William Watterson.

Explores the relationship of *Richard III, 2 Henry VI,* and the second tetralogy (*Richard II,* the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **Theater 212**).

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

223c - VPA. English Renaissance Drama. Fall 2008. Aaron Kitch.

Traces the explosion of popular drama in England between the construction of the first permanent London theater in 1576 and parliamentary closure of English theater in 1642. Pays special attention to the plots that audiences liked best—revenge, war, the accumulation of wealth, marriage, and adultery—and the monarchs, citizens, merchants, and clowns who enacted them on the stage. Explores how popular genres like revenge tragedy, domestic tragedy, and city comedy fulfilled political and cultural desires of the age. Also examines questions of staging and the professional rivalry between some of the most memorable playwrights in English drama, including Thomas Kyd, Christopher Marlowe, William Shakespeare, Ben Jonson, Elizabeth Cary, and Thomas Middleton. (Same as **Theater 223**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

226c. Topics in English Literature: English Renaissance Sexualities. Every other year. Spring 2009. Aaron Kitch.

Explores the literary and cultural functions of sex as a historically determined category of human experience in the English Renaissance. Building on competing theories of the body in Renaissance England, explores how sexual attachments shaped social, personal, religious, and political practices. Tracing the way that different genres take different approaches to representing sex, considers the Petrarchan sonnet; lyric poetry of the eroticized court of Queen Elizabeth; minor epics by Shakespeare and Marlowe; and satires by John Marston, Joseph Hall, and Ben Jonson. Also considers the politics and poetics of same-sex desire, as well as the erotics of theatrical performance by boy actors on the London stage. Additional authors include Ovid, Elizabeth I, Edmund Spenser, John Donne, and Mary Wroth. Secondary texts by Michel Foucault, Bruce Smith, Jonathan Goldberg, and James Grantham Turner further inform the readings. (Same as **Gay and Lesbian Studies 226** and **Gender and Women's Studies 226**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

Note: This course fulfills the pre-1800 literature requirement for English majors.

229c. Milton. Every other year. Fall 2007. Aaron Kitch.

A critical study of Milton's major works in poetry and prose, with special emphasis on *Paradise Lost*. Formerly **English 222**.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Spring 2009. Ann Kibbie.

An overview of the development of the theater from the re-opening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **Theater 230**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

231c. Topics in Restoration and Eighteenth-Century Poetry and Prose. Spring 2010. Ann Kibbie.

Explores the representation of private life in the poetry and non-fiction prose of the period (including diaries, private journals, public and private letters, and biographical sketches), with an emphasis on the emergence of the modern author. Works include selections from the diary of Samuel Pepys, the autobiographical poetry of Alexander Pope, Lady Mary Wortley Montagu's travel letters, Lord Chesterfield's letters of advice to his illegitimate son, the autobiography of Olaudah Equiano, selections from Samuel Johnson's *Lives of the English Poets*, and James Boswell's *London Journal*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

232c. Topics in the Eighteenth-Century Novel. Every other year. Fall 2008. Ann Kibbie.

An introduction to English prose fiction of the eighteenth century through the examination of a specific topic shared by a variety of canonical and non-canonical texts. Formerly **English 250**

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

235c. Radical Sensibility. Fall 2009. David Collings.

Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. Formerly **English 240**. (Same as **Gender and Women's Studies 240**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

236c. Romantic Sexualities. Fall 2007. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Byron, Coleridge, Keats, Lister, Mary Shelley, Percy Shelley, and Wollstonecraft, alongside secondary, theoretical, and historical works. Formerly **English 241**. (Same as **Gay and Lesbian Studies 236** and **Gender and Women's Studies 234**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

238c. Natural Supernaturalism. Fall 2008. David Collings.

Examines the Romantic attempt to blend aspects of the transcendental—such as the sublime, immortality, and divinity—with ordinary life, the forms of nature, and the resources of human consciousness. Discusses theories of the sublime, poetry of the English landscape, mountaintop experiences, tales of transfiguration, lyrics of loss, and encounters with otherworldly figures. Explores the difficulties of representing the transcendental in secular poetry and the consequences of natural supernaturalism for our own understanding of nature. Focuses on the poetry of Wordsworth and Coleridge, along with writings by Milton, Burke, Kant, Percy Shelley, and Keats. (Same as **Environmental Studies 238**.)

Prerequisite: One first-year seminar or 100-level course in English or environmental studies.

[**242c. Victorian Narratives of Empire**. Formerly **English 252**. (Same as **Gender and Women's Studies 252**.)]

[**243c. Victorian Genders**. (Same as **Gay and Lesbian Studies 243** and **Gender and Women's Studies 239**.)]

244c. Victorian Crime. Every other year. Spring 2009. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **Gay and Lesbian Studies 244** and **Gender and Women's Studies 244**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

245c. Modernism/Modernity. Every other year. Spring 2008. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwen's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *White Writing*. Formerly **English 261**. (Same as **Gender and Women's Studies 247**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

246c. Drama and Performance in the Twentieth Century and Beyond. Fall 2007. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. Formerly **English 262**. (Same as **Gender and Women's Studies 262** and **Theater 262**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

247c. The Irish Story. Every other year. Fall 2008. Marilyn Reizbaum.

Considers Irish writing from the late nineteenth century through the present: its contribution to modern literary movements and conflictual relation to the idea of a national Irish literature. Likely topics include linguistic and national dispossession; the supernatural or surreal, pastoral, and urban traditions; the Celtic Twilight versus Modernism; and the interaction of feminism and nationalism. Formerly **English 264**.

Prerequisite: One first-year seminar or 100-level course in English.

248c. The Modern Novel. Every other year. Spring 2009. Marilyn Reizbaum.

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and take into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. Formerly **English 269**.

Prerequisite: One first-year seminar or 100-level course in English.

250c. Early American Literature. Every other year. Fall 2008. Peter Coviello.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper. Formerly **English 270**.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**251c. The American Renaissance**. Formerly **English 271**. (Same as **Gay and Lesbian Studies 271**.)]

252c. Topics in Nineteenth-Century American Literature: Empire of Feeling. Every other year. Spring 2008. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers both how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin*. Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, Harper, and Du Bois. Formerly **English 277**. (Same as **Africana Studies 277**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

253c. Topics in Twentieth-Century American Literature: American Fiction between the Wars with an Emphasis on the 1920s. Every other year. Fall 2007. Celeste Goodridge.

Authors may include Wharton, Cather, Hemingway, Fitzgerald; Nella Larsen, and Faulkner. Considers how these authors both reflect and subvert the dominant ideologies of the period.

Prerequisite: One first year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

254c. Twentieth-Century American Poetry. Every other year. Spring 2009. Celeste Goodridge.

Readings in modern and contemporary poetry, with an emphasis on different modes of poetic influence, allusions to mass culture, and the use of narrative, biography, mythology, and performance in this work. Authors may include Williams, Levine, Doty, Collins, Gluck, Laurie Sheck, Margaret Holley, Clampitt, and Carson. Formerly **English 274**.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

256c. Literary and Cultural Production during the Cold War. Spring 2008. Celeste Goodridge.

Interdisciplinary examination of literary texts by Truman Capote, Salinger, Plath, Patricia Highsmith, Tennesee Williams, Baldwin, and Mary McCarthy in conjunction with cultural representations of the period (in magazines, film, the construction of icons, visual art, and photography), focusing on how "high" and "low" forms of cultural production construct, reflect, and subvert the dominant ideologies associated with cold-war America. Research projects are required, along with critical essays.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

257c. Classic Twentieth-Century LGBT Cultural Texts. Spring 2008. Mark Foster.

Analyzes some of the most enduring, and in some cases infamous, lesbigay and transgendered cultural texts of the twentieth century. Whether authored by avowed LGBT authors or by non-LGBT cultural producers, such works reflect some of the specific challenges that United States and European writers and others have continued to face in depicting portrayals of same-sex identities and desires that seek to reject totalizing narratives of pathology and criminalization. Possible texts include: *The Well of Loneliness, Death in Venice, Giovanni's Room, The Boys in the Band, The Front Runner, Stone Butch Blues,* Hitchcock's *Rope, The Children's Hour,* "Will and Grace," and "Six Feet Under." (Same as **Gay and Lesbian Studies 257** and **Gender and Women's Studies 257**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

258c. Consolidating the Nation: American Literature and Nation Formation, 1865-1918. Spring 2008. Dan J. Moos.

Though the years before the American Civil War were fraught with division and internal conflict, after the war the United States sought to present to the international world a new ideologically unified nation. Internally, though, the nation had to confront the issue of growing national diversity as it struggled to deal with the demands of conquered Native Americans, now-disenfranchised African Americans, Asian immigrants, and religious minorities. Examines both the demands of American minorities for recognition within the nation (1865–1918) as well as official responses to such acceptance. Students read literary works—novels and short stories—as well as historical studies of the period, essays, and legal documents. Includes presentations on art and music and discussions of the ways in which these cultural expressions responded to the seemingly disparate American demands of difference and unity. Writers may include Charles W. Chesnutt, Sui Sin Far, Harold Frederic, Frank Norris, and Maria Amparo Ruiz de Burton, among others.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

259c,d. The Place of Nation in Chicano/Latino Literature since World War II. Spring 2008. William Arcé.

During the past half-century, Chicano/Latino writers have created new hybrid literary and cultural genres in which constructions of Nation differ substantially from those of other American authors. Explores literary constructions of the Nation in Chicano/Latino literature from the 1950s to the present. Of special interest are major developments such as the farm workers' movement, the Chicano/Brown Power movement, the emergence of Chicana/Latina authors, and the current concept of "Hispanidad," as reflected in novels, poetry, plays, short stories, and films. (Same as **Latin American Studies 259**.)

Prerequisite: One first-year seminar or 100-level course in English or Latin American studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

260c,d. African American Fiction: (Re)Writing Black Masculinities. Fall 2007. Mark Foster.

Well over a century ago, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." By employing a figure of speech known as chiasmus, Douglass highlights the extent to which African American male identity has historically rested on a troubling paradox: although black and white males share a genital sameness, the former inhabit a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. By examining a range of United States literary and other popular texts—from Douglass's 1845 narrative, to the 1980s interracial buddy film genre, to contemporary works by black and non-black, as well as by male and female writers—students examine the myriad cultural ramifications of this enduring paradox, including misogyny and homophobia. (Same as **Africana Studies 260** and **Gender and Women's Studies 260**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

261c,d. African American Poetry. Every other year. Spring 2008. Elizabeth Muther.

African American poetry as counter-memory—from Wheatley to the present—with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices. Formerly **English 276**. (Same as **Africana Studies 261**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

263c. Staging Blackness. Every other year. Spring 2008. Mark Foster.

Examines the history and contributions of African Americans to United States theater from the early blackface minstrel tradition, to the revolutionary theater of the Black Arts writers, to more recent postmodernist stage spectacles. Among other concerns, such works often dramatize the efforts of African Americans to negotiate ongoing tensions between individual needs and group demands that result from historically changing forms of racial marginalization. A particular goal is to highlight what Kimberly Benston has termed the "expressive agency" with which black writers and performers have imbued their theatrical presentations. Potential authors include: Zora Neale Hurston, Langston Hughes, Lorraine Hansberry, Amiri Baraka, Ron Milner, Adrienne Kennedy, Ntozake Shange, George C. Wolfe, Anna Deavere Smith, Afro Pomo Homos, and August Wilson. (Same as **Africana Studies 263**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

266c,d. Topics in African American Literature: The Harlem Renaissance. Fall 2007. Elizabeth Muther.

Focuses on the African American literary and cultural call-to-arms of the 1920s. Modernist resistance languages; alliances and betrayals on the left; gender, sexuality, and cultural images; activism and literary journalism; and music and visual culture are of special interest. (Same as **Africana Studies 266**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

Note: This course counts toward the major and minor in gender and women's studies.

271c,d - ESD. Introduction to Asian American Literature. Every other year. Fall 2008. Belinda Kong.

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to more recent fiction and questions of how to re-conceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, Gish Jen, Chang-rae Lee, and Jhumpa Lahiri, Susan Choi, Lan Cao, and lê thi diem thúy. Formerly **English 284**. (Same as **Asian Studies 213**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

272c,d - ESD. Asian-American Female Gothic. Spring 2008. Belinda Kong.

A study of Gothic elements in contemporary fiction by Asian-American women writers. Investigates crossovers between realism and supernaturalism, with attention to how Gothic motifs such as the ghost and the doppelgänger are mobilized to negotiate cultural identity, racial politics, and historical traumas. Also explores the relationship between gender and genre in Asian-American literature. Authors may include Maxine Hong Kingston, Lan Samantha Chang, lê thi diem thúy, Lan Cao, Mia Yun, Nora Okja Keller, Cynthia Kadohata, Lois-Ann Yamanaka, and Vyvyane Loh. (Same as **Asian Studies 210**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

273c,d - ESD, IP. Writing China from Afar. Spring 2008. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings, but also of literary ones. Examines some shaping moments of twentieth-century China—the Second World War, the Cultural Revolution, and the Tiananmen Massacre—with specific focus on contemporary literature by authors born and raised in China but since dispersed into a western diaspora. Considers works written in English as well as those in translation. Critical issues include language use and the role of translation, the distinction between emigration and exile, the relationship between history and literature, the grounds of representational authority, and the task of narrating violence. Authors may include Eileen Chang, J. G. Ballard, Hong Ying, Shan Sa, Dai Sijie, Gao Xingjian, Anchee Min, Annie Wang, Ha Jin, and Bei Dao. Formerly **English 283**. (Same as **Asian Studies 212**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

274c,d - ESD, IP. Asian Diaspora Literature of World War II. Fall 2007. Belinda Kong.

Focuses on World War II as a global moment when modernity's two sides, its dreams and nightmares, collided. Emphasis on contemporary Asian diaspora fiction that probes the exclusions and failures of nation and empire—foundational categories of modernity—from both Western and Asian perspectives. On the one hand, World War II marks prominently the plurality of modernities in our world: as certain nations and imperial powers entered into their twilight years, others were just emerging. At the same time, World War II reveals how such grand projects of modernity as national consolidation, ethnic unification, and imperial expansion have led to consequences that include internment camps, the atom bomb, sexual slavery, genocide, and the widespread displacement of peoples that inaugurates diasporas. Diaspora literature thus constitutes one significant focal point where modernity may be critically interrogated. Part of the **Other Modernities** course cluster in the Asian Studies Program (see page 70). (Same as **Asian Studies 216**.)

Prerequisite: One first-year seminar or 100-level course in English, or one course in Asian studies.

275c,d - ESD, IP. Post-Colonial Literatures. Spring 2008. Hilary Thompson.

Examines writing in English from former colonized countries in Africa, the Caribbean, and South Asia and asks how this "new" literature makes inventive, even subversive, use of traditional English literary forms. How has the complex relationship of Britain to its colonies been addressed in these texts, and what new strategies of writing and reading does this new field propose?

Prerequisite: One first-year seminar or 100-level course in English.

276c. Queer Race. Fall 2008. Mark Foster.

Contemporary critics have argued that late nineteenth-/early twentieth-century understandings of same-sex desiring identities acquired early visibility through self-conscious analogies to racial categorization, i.e., a homosexual is like a mixed-race person: s/he is half one thing and half another. Such beliefs continue to endure to the present day. One of its legacies is the belief that struggles against racial oppression and sexual oppression are mutually exclusive. Through close readings of both popular and lesser-known lesbigay/transgendered narratives of the era, the course explores the cultural and theoretical implications of these beliefs, as well as the challenges they have sometimes presented to conceptualizing and implementing radical social change. Possible authors/texts include Radclyffe Hall, Gore Vidal, James Baldwin, Ann Bannon, Rita Mae Brown, Ann Allen Shockley, Patricia Nell Warren, Leslie Feinberg, James Earl Hardy, E. Lynn Harris, Audre Lorde, *Take Me Out: A Play, M Butterfly,* and *Noah's Arc*. Formerly **English 273**. (Same as **Africana Studies 273** and **Gay and Lesbian Studies 205** and **Gender and Women's Studies 205**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, gay and lesbian studies, or gender and women's studies.

282c. Introduction to Literary and Cultural Theory. Spring 2008. Aviva Briefel.

Introduces a range of new questions that, over the last three decades, have challenged the fundamental assumptions of literary and cultural studies: How are notions of authorship, greatness, or "high" art shaped by other forms of social power? How might literary modes of reading apply to forms of cultural expression other than literature, including popular culture? To what extent is any text consistent with itself, or does it inevitably undermine its key concepts in the course of articulating them? Do texts that encode social privilege—whether of class, gender, race, nationality, or sexuality—resist it as well? How reliable are the oppositions that anchor critical reading, such as male/female, white/black, home/exile, straight/gay? Where is meaning (or an unsettling non-meaning) to be found: in the text itself, symptoms of its unconscious desire, its relation to prior texts, its implication in contemporary discourses, or its intervention into its historical moment? Examines theoretical statements of these and other questions and applies them in experimental readings of short texts chosen in conjunction with the class.

Prerequisite: One first year seminar or 100-level course in English, Africana studies, or gender and women's studies, or **Gay and Lesbian Studies 201**.

291c–294c. Intermediate Independent Study in English. The Department.

310c–350c. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

313c. Disastrous Enjoyment. Spring 2008. David Collings.

Explores the theme of disastrous enjoyment—of deathly pleasure or unpleasure—in English Gothic and Romantic literature. Focuses on the rhetoric and poetics of the sublime; the horrified fascination with the excesses of the French Revolution; the cultivation of transgressive experience in Gothic fiction; the collapse of narrative into repetition, compulsion, or circular statement; the ambivalent poetics of war, desolation, and apocalypse; the encounter with an unearthly, terrifying divinity; the persona of the world-weary, ruined poet; constructions of the vampire and the monster; and the philosophical repudiation of the future. Includes writing by such authors as Burke, Sade, Lewis, Wordsworth, Coleridge, Godwin, Byron, Polidori, Mary Shelley, and Percy Shelley, as well as writing in psychoanalysis and cultural theory.

Prerequisite: One 200-level course in English or permission of the instructor.

316c. Shakespeare's Sonnets. Spring 2009. William Watterson.

Close reading of Shakespeare's one hundred and fifty-four sonnets and the appended narrative poem "A Lover's Complaint," which accompanies them in the *editio princeps* of 1609. Required texts include the "New Arden" edition of Shakespeare's Sonnets (1997) edited by Katherine Duncan-Jones, and Helen Vendler's *The Art of Shakespeare's Sonnets* (1998). Critical issues examined include the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content. (Same as **Gay and Lesbian Studies 316**.)

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

317c. The Arts of Power. Spring 2008. Aaron Kitch.

Examines the intersection of aesthetics and politics in the English Renaissance, as the Tudor court utilized literary, dramatic, and visual arts in new ways to express its magnificence. Explores the development of spectacular masques by Ben Jonson and Inigo Jones for the court of King James, as well as the enabling system of royal patronage that made them possible. Topics include royal mythology, fashion at court, portraiture, and the arts of perspective in the context of court-specific styles of literature. Authors may include Wyatt, Sidney, Elizabeth I, Shakespeare, Spenser, Lanyer, and Jonson, with secondary readings on the structure of the English monarchy, the history of theatrical design, and the function of spectacle. Students have the opportunity to develop their own research projects during the semester. (Same as **Theater 317**.)

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

320c. Victorian Epics. Fall 2007. Aviva Briefel.

Examines one of the foremost literary forms of the Victorian period: the long novel. By focusing on a few central texts, investigates the ways in which narrative length shapes stories about wide-ranging issues related to nationalism, science, technology, and empire, as well as allegedly "local" issues regarding domesticity, familial relations, personal adornment, and romance. Of central concern is an inquiry into how the long novel weaves narratives about gender into its various plots. Explores recent criticism on the Victorian texts read in the course. Authors may include Charles Dickens, George Eliot, Thomas Hardy, and Anthony Trollope. (Same as **Gender and Women's Studies 320**.)

Prerequisite: One 200-level course in English or permission of the instructor.

321c. **Medieval Drama**. Spring 2008. Mary Agnes Edsall.

A seminar on medieval English drama focusing on Mumming Plays, liturgical drama, the Mystery Cycles, and Morality Plays. Engages with different scholarly approaches to the study of medieval drama, discusses how the drama of the Middle Ages differed from modern conceptions of the theater, and reflects on how drama functioned in a society with a very different sense of the boundary between the secular and the sacred. Topics include the ritual aspects of religious drama, the mapping of sacred space within the secular, and the drama's dialogue with social and political contexts. Participation in a production of a Mumming play and of a medieval play is one of the course requirements.

Prerequisite: One 200-level course in English or permission of the instructor.

322c,d. **African American Literature and Visual Culture**. Fall 2007. Elizabeth Muther.

Explores the semiotics of racial representation in African American literature and culture over the past century. Focuses on the instruments of militant image-making, both in literary and visual forms. Topics of special interest include "uplift" portrait photography, newspaper comic strips, and modernist resistance languages of the Harlem Renaissance; collage as a mid-century metaphor for invisibility and black subjectivity; and contemporary images—comics, narratives, and illustrations—that introduce alternative socio-political allegories. (Same as **Africana Studies 322**.)

Prerequisite: One 200-level course in English or Africana studies, or permission of the instructor.

323c. **The Joyce Revolution**. Fall 2007. Marilyn Reizbaum.

An examination of James Joyce's signal contributions to modern writing and critical theories. Reading includes the major works (*Dubliners, Portrait of the Artist as a Young Man, Ulysses*), essays by Joyce, and writings by others who testify to the Joyce mystique: e.g., Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Seamus Heaney, Maud Ellmann.

Prerequisite: One 200-level course in English or permission of the instructor.

401c–404c. **Advanced Independent Study and Honors in English**. The Department.

Environmental Studies

Administered by the Environmental Studies Committee;
DeWitt John, *Program Director*
Eileen Sylvan Johnson, *Program Manager;* Rosemary Armstrong, *Program Assistant*
(See committee list, page 350.)

Joint Appointment with Biology: Associate Professor John Lichter
Joint Appointments with Chemistry: Associate Professor Dharni Vasudevan†, Visiting Associate Professor Danton D. Nygaard
Joint Appointment with Government: Senior Lecturer DeWitt John
Joint Appointments with History: Assistant Professor Connie Y. Chiang, Assistant Professor Matthew Klingle
Joint Appointment with Philosophy: Associate Professor Lawrence H. Simon
Lecturer: Jill E. Pearlman
Adjunct Lecturers: Anne C. J. Hayden, Eileen Sylvan Johnson, Conrad Schneider, Mellon Global Scholar in Environmental Studies Lance van Sittert

Requirements for the Coordinate Major in Environmental Studies (ES)

Among Bowdoin's major programs, the coordinate major is unique to the Environmental Studies Program. An environmental studies major must **also** have a disciplinary major, either in a departmental major such as biology, economics, history, etc., or in a program major such as Asian studies, gender and women's studies, etc. Courses taken to satisfy the College's distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies major requirements, except as noted. A grade of C- or better must be earned in a course to fulfill the major requirement.

Completion of the ES major requires the following courses:

1. **ES 101 Introduction to Environmental Studies**, preferably taken as a first-year student.
2. One 100-level or higher course in biology, chemistry, geology, or physics.
3. **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**.)
4. **ES 202 Environmental Policy and Politics** (same as **Government 214**), or **ES 218 Environmental Economics** (same as **Economics 218**).
5. **ES 203 Environment and Culture in North American History** (same as **History 242**).
6. **Senior seminar**: A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. This course is normally taken during the senior year. Courses currently satisfying this requirement include **ES 318**, **338**, **357**, **363**, **365**, and courses numbered 390 and above. It is preferable to take this course during the senior year. Please check with the department for an updated list of courses satisfying this requirement.

7. Beyond the core courses, students must choose a concentration (listed below):

ES Disciplinary Concentrations: For this option, ES coordinate majors must take three 100-level or above courses within one of the following concentrations:

—for ***History, Landscape, Values, Ethics, and the Environment***, students choose from ES courses designated with a "c"

—for ***Environmental Economics and Policy***, students choose ES courses designated with a "b"

—for the ***Interdisciplinary Environmental Science Concentration***, students choose ES courses designated with an "a" (in addition, **Chemistry 210 Chemical Analysis** and **Chemistry 240 Inorganic Chemistry** count toward this concentration). ES majors are strongly advised to take one of the ES science courses outside of their departmental requirements. ES science majors should consult with their ES science advisor in identifying a science course outside their major.

Student-designed Environmental Studies Concentration: Students majoring in ES have the option of designing their own concentration consisting of three courses in addition to the core courses and senior seminars. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students must submit a self-designed concentration form (available from the program), explaining their plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

Requirements for the Minor in Environmental Studies

The minor consists of five courses: **Environmental Studies 101** and two core courses in the disciplinary area outside a student's major:

—*for natural science majors:* **ES 202 Environmental Policy and Politics** or **ES 218 Environmental Economics**, and **ES 203 Environment and Culture in North American History**;

—*for social science majors:* **ES 201 Perspectives in Environmental Science** and **ES 203 Environment and Culture in North American History**;

—*for humanities majors:* **ES 201 Perspectives in Environmental Science**, and **ES 202 Environmental Policy and Politics** or **ES 218 Environmental Economics**; and two additional ES courses numbered 200 or above, one of which should be outside a student's major.

First-Year Seminar

For a full description of first-year seminars, see pages 147–57.

14b,d. Weather, Climate, and Culture. Fall 2007. Anne Henshaw.

(Same as **Anthropology 14.**)

Introductory, Intermediate, and Advanced Courses

[**81a - INS. Physics of the Environment**. (Same as **Physics 81**.)]

100a - INS. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Geology 100**.)

101. Introduction to Environmental Studies. Every fall. DeWitt John, John Lichter, and Lawrence Simon.

An interdisciplinary introduction to the variety of environmental problems caused by humanity and confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems and potential responses of governments and people, an exploration of environmental issues, both global and regional, and an exploration of why societies often have such difficulty in reaching consensus on effective and equitable policies within existing political and economic institutions.

103a - INS. Marine Environmental Geology. Every fall. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. A one-day weekend field excursion is required. (Same as **Geology 103**.)

201a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2008. John Lichter and Danton Nygaard.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Chemistry 105**.)

Prerequisite: One 100-level or higher course in biology, chemistry, geology, or physics.

202b. Environmental Policy and Politics. Every year. Fall 2007. DeWitt John.

Examines alternative ways to protect our environment. Analyzes environmental policies and the regulatory regime that has developed in the United States; new approaches such as free-market environmentalism, civic environmentalism, environmental justice, sustainable development; and environmental policies and politics in other countries, especially China. (Same as **Government 214**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

203c - ESD. Environment and Culture in North American History. Every year. Spring 2008. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **History 242**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

204a. Introduction to Geographic Information Systems. Fall 2007. Eileen Johnson.

Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis. They allow rapid development of high quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Introduces concepts of cartography, database management, remote sensing, and spatial analysis. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems culminating in a semester project that addresses a specific environmental application.

[**205a - INS. Environmental Chemistry**. (Same as **Chemistry 205** and **Geology 205**.)]

208a. Marine Larval Ecology. Spring 2008. Jonathan D. Allen.

Advanced seminar focused on the evolution and ecology of marine invertebrate larvae. Lectures and discussions of the primary literature examine the assumptions and predictions of current life-history theory as applied to marine invertebrate animals and their offspring. Field trips introduce students to the diverse assemblage of larvae along the coast of Maine. Student projects investigate the form and function of larvae as it relates to their ecology and evolution. (Same as **Biology 308**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**), **216**, **219** (same as **Environmental Studies 219**), or **225** (same as **Environmental Studies 225**).

210a - MCSR, INS. Plant Physiology. Spring 2008. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

[**213b,d. Anthropology of Islands**. (Same as **Anthropology 218**.)]

215a - MCSR, INS. Behavioral Ecology and Population Biology. Every fall. Nathaniel Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

216c. Telling Environmental Stories. Fall 2007. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature, Cadillac Desert, Living Downstream,* and *Field Notes from a Catastrophe.* (Same as **English 213**.)

Prerequisite: Permission of the instructor. Preference given to students who have taken **Environmental Studies 101**.

217b. Marine Protected Areas. Fall 2007. Peter Mackelworth.

Considers the development of protected policy from the historic principle of "fortress" conservation, to the modern paradigm of "inclusive" collaborative management in nature conservation. Investigates the application of common pool resource theory and its applicability to the "new" protected area paradigm. Although the course draws on a wide range of geographical literature, focus is on the Adriatic Sea and the dynamics between the "western world" as portrayed by the European Union and the western Balkans.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

[**218b - MCSR. Environmental Economics and Policy**. (Same as **Economics 218**.)]

219a - MCSR, INS. Biology of Marine Organisms. Fall 2007. Kurt Bretsch.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

[**221b - ESD. Environmental Sociology**. (Same as **Sociology 221**.)]

222b. Introduction to Human Population. Spring 2008. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Gender and Women's Studies 224** and **Sociology 222**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

225a - MCSR, INS. Community, Ecosystem, and Global Change Ecology. Every fall. John Lichter.

Community ecology is the study of dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities. Global change ecology examines how human activities alter communities and ecosystems and how these changes play out at the global scale. Topics include the creation and maintenance of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecological processes, the importance of biodiversity in ecosystem processes, and human influences on global biogeochemical cycles and climate change. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Current and classic scientific literature is discussed weekly. (Same as **Biology 225**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 2009. Jill Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **History 227**.)

228b - MCSR. Natural Resource Economics and Policy. Spring 2008. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Economics 228**.)

Prerequisite: **Economics 101**.

231b,d. Native Peoples and Cultures of Arctic America. Fall 2007. Susan Kaplan.

For thousands of years, Inuit, Native American Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen, harvesting resources from the sea, rivers, and land. Examines the characteristics of Arctic ecosystems and how they are being affected by climate change. Explores the social, economic, political, and religious lives of various Arctic-dwelling peoples in an effort to understand how people have adapted to this dynamic environment and to contact with various Western groups. (Same as **Anthropology 231**.)

Prerequisite:**Anthropology 101** or **102**.

[**232c - ESD. History of the American West**. (Same as **History 232**.)]

[**233c. Architecture and Sustainability**. (Same as **Visual Arts 233**).]

235c - ESD. Green Injustice: Environment and Equity in North American History. Fall 2009. Matthew Klingle.

Seminar. Examines the historical foundations of environmental racism and environmental justice in North America. Students investigate how tensions between inclusion and exclusion through time have blurred the boundaries between nature and culture. Explores such topics as the expulsion of Native Americans from public lands; agriculture and antebellum slavery; immigration, disease, and the rise of public health and urban planning; the impact of weeds and invasive species upon community relations in the West; the role of science and technology in defining environmental and social problems; class conflict and conservation policy; and the transnational dimensions of pollution. (Same as **History 235**.)

238c. Natural Supernaturalism. Fall 2008. David Collings.

Examines the Romantic attempt to blend aspects of the transcendental—such as the sublime, immortality, and divinity—with ordinary life, the forms of nature, and the resources of human consciousness. Discusses theories of the sublime, poetry of the English landscape, mountaintop experiences, tales of transfiguration, lyrics of loss, and encounters with otherworldly figures. Explores the difficulties of representing the transcendental in secular poetry and the consequences of natural supernaturalism for our understanding of nature. Focuses on the poetry of Wordsworth and Coleridge, along with writings by Milton, Burke, Kant, Percy Shelley, and Keats. (Same as **English 238**.)

Prerequisite: One first-year seminar or 100-level course in English or environmental studies.

240b. Environmental Law. Every other year. Fall 2007. Conrad Schneider.

Critical examination of some of the most important American environmental laws and their application to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches.

243c - VPA. Modern Architecture: 1750-2000. Fall 2008. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. Not open to students who have credit for **Environmental Studies 245**. (Same as **Art History 243**.)

244c - VPA. City, Anti-City, and Utopia: Building Urban America. Fall 2007. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244**.)

245c. The Nature of Frank Lloyd Wright. Spring 2008. Jill Pearlman.

An in-depth investigation of the buildings of North America's most celebrated architect, with emphasis on the major theme of his work—the complex relationship between architecture and nature. Examines Wright's key projects for a diverse range of environments and regions while also placing the master builder and his works into a larger historical, cultural, and architectural context. Engages in a critical analysis of the rich historical literature that Wright has evoked in recent decades, along with the prolific writings of the architect himself.

247c. Maine: A Community and Environmental History. Spring 2009. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **History 247**.)

Prerequisite: One course in history or permission of the instructor.

250c - ESD. California Dreamin': A History of the Golden State. Spring 2008. Connie Chiang.

Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the 2003 election of Arnold Schwarzenegger. Major topics include immigration and racial violence; radical and conservative politics; extractive and high tech industries; environmental disasters; urban, suburban, and rural divides; and California in American popular culture. (Same as **History 250**.)

[**255a. Physical Oceanography**. (**Same as Physics 255**.)]

256c,d - IP. Environment and Society in Latin America. Spring 2009. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **History 256** and **Latin American Studies 256**.)

[**257b. Environmental Archaeology**. (Same as **Anthropology 257**.)]

258c. Environmental Ethics. Spring 2009. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of non-sentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258**.)

[**259a. Atmospheric Physics**. (Same as **Geology 256** and **Physics 256**.)]

[**263b. International Environmental Policy**. (Same as **Government 263**.)]

264b. Energy, Climate, and Air Quality. Spring 2008. DeWitt John.

Examines how the federal government in the United States, as well as states, communities, businesses, and nonprofits, can address climate change and energy issues. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. (Same as **Government 264**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

267a - INS. Coastal Oceanography. Spring 2008. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Geology 267**.)

Prerequisite: One course in geology or permission of the instructor.

268c,d - IP. African Environmental History. Spring 2008. David Gordon.

Seminar. Interrogates the myth of a pristine African environment by exploring the long history of human-environment interactions in sub-Saharan Africa. Themes include pre-colonial African environmental ideas, colonialism and the environment, controversies over conservation strategies and the establishment of "game reserves," globalization of the African environment, African urban environments, and the rise of post-colonial African environmental movements. (Same as **Africana Studies 267** and **History 267**.)

275a – MCSR, INS. Groundwater. Spring 2011. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Geology 275**.)

Prerequisite: One course in geology or permission of the instructor.

276a - MCSR. Watershed Hydrology. Every fall. Fall 2007. Peter Lea.

Everyone lives in a watershed, but how do watersheds function, both naturally and increasingly as impacted by humans? Examines the movement and modification of water through the landscape, emphasizing such topics as natural and human controls of water quality, streamflow generation and surface-groundwater interactions, watershed modeling, and approaches to watershed management. Students perform an integrated investigation of a local watershed, examining natural and human controls on hydrologic processes. (Same as **Geology 276**.)

Prerequisite: One course in geology or **Biology 158** (same as **Chemistry 105** [formerly **Chemistry 180**] and **Environmental Studies 201**).

283c. Environmental Education. Fall 2008. The Program.

Examines the role of environmental education within environmental studies while providing students with the opportunity to gain hands-on experience within a local elementary school. Students read, research, analyze, discuss, and write about theoretical essays, articles, and books from the field of environmental education, in addition to theoretical material on pedagogy and lesson plans. Topics discussed include: ecological literacy, the historical roots of environmental education, globalization, sustainable education, and policy implications of environmental education. In addition, students teach at least one hour weekly. Students develop lesson plans and reflect on their experience of teaching environmental education lessons.

Prerequisite: **Environmental Studies 101**.

291–294. Intermediate Independent Study in Environmental Studies. The Program.

[**305a. Environmental Fate of Organic Chemicals**. (Same as **Chemistry 305**.)]

318b. Environmental and Resource Economics. Spring 2009. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Not open to students who have credit for **Economics 218** or **228**. (Same as **Economics 318**.)

Prerequisite: **Economics 255** and **257**.

338c. Consumption Junction: The Nature and Culture of Consumerism. Fall 2007. Matthew Klingle.

Explores the complex connections between consumerism and the natural world. Considers the historical evolution of consumerism from the sixteenth century to the present, the material effects of consumers upon nearby and distant environments, and the social and cultural conflicts entailed in consumption across a wide range of scales, from the local to the global. Topics include the relationship between producers and consumers, transformations to extractive industries like mining or fishing, the rise of the leisure economy, industrialization and its discontents, the natural food and health movements, and the paradoxes of modern environmentalism and consumption. Writing-intensive, including several short papers and a longer project based on original archival and field research.

Prerequisite: **Environmental Studies 101** and **203** (same as **History 242**), or permission of the instructor.

[**340c. Home: History, Culture, and Design of Housing in North America**. (Same as **History 289**.)]

357a. The Physics of Climate. Spring 2008. Mark Battle.

A rigorous treatment of the Earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Geology 357** and **Physics 357**.)

Prerequisite: **Physics 229**, **255**, **256**, or **300**, or permission of the instructor.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2008. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Government 363**.)

Prerequisite: **Government 260**, **261**, or **263**, or permission of the instructor.

365c. Picturing Nature. Spring 2008. Linda Docherty.

Examines images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and special collections. (Same as **Art History 365**.)

Prerequisite: **Art History 101** or **Environmental Studies 101**, or permission of the instructor.

390. Sustaining Maine's Northern Forest: Economy, Ecology and Community. Spring 2008. David Vail.

Provides environmental studies majors with a multi-disciplinary introduction to the closely intertwined ecological, economic, and social dimensions of Maine's vast Unorganized Territories—commonly known as the Northern Forest. The historically grounded course introduces the forces that formed the northern forest ecosystem of eastern North America and continues through the epoch of First Nations settlement, the shaping of a working landscape in the nineteenth century, the advent of tourism and recreation, and the recently concluded "Paper Century." These topics set the stage for a closer investigation of major forces at play in the twenty-first century, such as changing land ownership patterns, green certification of forest management, the paper corporations' global restructuring, dwindling employment in traditional resource-based industries, a declining and aging "rim county" population, the expansion of protected lands, irreversible commercial real estate development, ambitious state and community plans for tourism development, rising energy costs, and climate change.

Prerequisite: **Environmental Studies 101** and **202**, or permission of the instructor.

391. Troubled Waters: Fishing in the Gulf of Maine. Fall 2007. Anne Hayden.

Around the world and in the Gulf of Maine, overfishing and threats to habitat are putting marine ecosystems and coastal communities under great stress. An interdisciplinary senior seminar exploring the causes and scope of pressures on the marine environment; the potential for restoring ecosystems and fisheries; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

392c. Advanced Topics in Environmental Philosophy. Spring 2009. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, benefit-cost analysis vs. the precautionary principle as a decision-making instrument, and the relationship between justice and sustainability. (Same as **Philosophy 392**.)

393a. Advanced Seminar in Geology. Every spring. Spring 2008. Edward Laine.

Offers students the opportunity to synthesize work done in geology courses, to critically read and discuss articles, to listen to speakers prominent in the discipline, and to write scientific essays. Specific topic varies by year; possible topics include Global Environmental Changes in the Oceans, Estuaries, and Mountain Belts. The topic for Spring 2008 is Glacial Marine Sedimentation. Required for the major in geology. Open to junior or senior geology majors or minors, or interdisciplinary majors in geology-chemistry and geology-physics. (Same as **Geology 393**.)

Prerequisite: **Geology 101** and **202**, and **275** or **276**, or permission of the instructor.

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2008. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Biology 394**.)

Prerequisite: **Biology 158** (same as **Chemistry 105** [formerly **Chemistry 180**] and **Environmental Studies 201**) or **215** (same as **Environmental Studies 215**).

401–404. Advanced Independent Study and Honors in Environmental Studies. The Program.

The following courses count toward the requirements of the Interdisciplinary Science Concentration, in addition to ES courses designated with an "a":

Chemistry 210a - MCSR, INS. Chemical Analysis. Every fall. Elizabeth A. Stemmler.

Chemistry 240a - MCSR, INS. Inorganic Chemistry. Every spring. Michael P. Danahy.

The art department invites Art/Environmental Studies independent studies. Contact Professor Thomas Cornell.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b,d. Introduction to World Prehistory. Fall 2007. Scott MacEachern. Spring 2008. Leslie Shaw.

[**Anthropology 221b - ESD. The Rise of Civilization**.]

Humanities

Visual Arts 190c - VPA. Architectural Design I. Fall 2007. Wiebke Theodore.

Film Studies

Associate Professor: Tricia Welsch, *Chair*
Department Coordinator: Kevin Johnson

Film has emerged as one of the most important art forms of the twentieth century. Film Studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Department of Film Studies. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses in which D grades are received will not count toward the minor.

Required Courses:

Film Studies 101
Film Studies 201 or **Film Studies 202**
(both **201** and **202** may be counted toward the minor)

Pre-approved Courses Outside the Film Studies Department:

Students may choose from the following list of courses to satisfy the requirement for a course outside the film studies department. A student may also petition the department to gain approval for a course not on this list. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the chair of the film studies department.

Asian Studies 254c,d – IP, VPA. Transnational Chinese Cinema
Gender and Women's Studies 261c – ESD. Gender, Film, and Consumer Culture
German 151c – ESD. The Literary Imagination and the Holocaust
German 154c – IP, VPA. Laugh and Cry! Post World War II German Film
German 321c – IP. Before and After the Wall: East German Traditions in Literature, Culture, and Film

German 394c – IP. Contested Discourse: German Popular Film since Unification
Russian 221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film

First-Year Seminar

For a full description of first-year seminars, see pages 147–57.

10c. Cultural Difference and the Crime Film. Fall 2007. Tricia Welsch.

Introductory, Intermediate, and Advanced Courses

101c - VPA. Film Narrative. Fall 2008. Tricia Welsch.

An introduction to a variety of methods used to study motion pictures, with consideration given to films from different countries and time periods. Examines techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c - VPA. History of Film I, 1895 to 1935. Every other fall. Fall 2007. Tricia Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c - VPA. History of Film II, 1935 to 1975. Every other spring. Spring 2008. Tricia Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. Also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

[222c - VPA. Images of America in Film.]

224c - VPA. The Films of Alfred Hitchcock. Spring 2009. Tricia Welsch.

Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition, as well as consistent themes and characterizations. Of particular interest is his adaptation of Daphne du Maurier's *Rebecca* as a way of exploring the tensions between literary sources and film, and between British and American production contexts. Ends with a brief look at Hitchcock's television career and his influence on recent film. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101**, **201**, or **202**.

252c - VPA. British Film. Fall 2008. Tricia Welsch.

Surveys the first hundred years of British cinema from the silent period to contemporary films. Topics covered: invention of cinema and patterns of movie-going in the United Kingdom; work of important directors and producers (Alfred Hitchcock, Carol Reed, Alexander Korda);

changes brought by World War II; the Angry Young Men of the ’50s and ’60s; and recent developments (“heritage” films, postcolonial perspectives, Scottish film). Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101**, **201**, or **202**.

262c - VPA. Film and Literature. Spring 2009. Tricia Welsch.

Considers the adaptation of short stories, novels, and plays into films, as well as work by major writers directly for the screen. Examines the differing needs and priorities of writers working in different formats, and the relation of readers to screen adaptations. Writers may include Shelley, Brontë, Fowles, Pinter, McEwen, Hardy, Woolf, Forster, Shakespeare, Austen, Dickens. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101**, **201**, or **202**.

291c–294c. **Intermediate Independent Study in Film Studies**. The Department.

310c. **Gay and Lesbian Cinema**. Spring 2008. Tricia Welsch.

Considers both mainstream and independent films made by or about gays and lesbians. Four intensive special topics each semester, which may include classic Hollywood’s stereotypes and euphemisms, the power of the box office, coming of age and coming out, the social problem film, key figures, writing history through film, queer theory and queer aesthetics, revelation and revaluations of film over time, autobiography and documentary, the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as **Gay and Lesbian Studies 310** and **Gender and Women’s Studies 310**.)

Prerequisite: One course in film studies or permission of the instructor.

[**321c**. **German Expressionism and Its Legacy**.]

[**322c**. **Film and Biography**.]

[**333c**. **The Films of John Ford**.]

401c–404c. **Advanced Independent Study in Film Studies**. The Department.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students’ understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar is placed upon the improvement of students’ skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student has the opportunity to participate during at least one semester of the first year. Registration for the seminars takes place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2007–2008 academic year follows.

Africana Studies 10b,**d**. **Racism**. Fall 2007. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10**.)

Note: This course counts toward the major and minor in gender and women’s studies.

Africana Studies 16c,d. From Montezuma to Bin Laden: Globalization and Its Critics. Fall 2007. David Gordon.

Examines the challenge that globalization and imperialism pose for the study of history. How do historians balance the perspectives of victors and victims in past and present processes of globalization? How important are non-European versions of the past that may contradict European Enlightenment historical ideas and ideals? Class discussions interrogate questions about globalization and imperialism raised by proponents and critics, ranging from the Spanish conquest of Mexico to the American conquest of Iraq. (Same as **History 16**.)

Africana Studies 21c,d. Migration Narratives: Writers of the Caribbean. Spring 2008. Jarrett Brown.

International as well as intra-national, geographical as well as psychological, migratory movement is a powerful theme that offers explanations for modernity, memory, identity, and transnationalism. Examines selected writers engaged primarily with Caribbean migratory experience. Authors may include Samuel Selvon, *The Lonely Londoners*; Claude McKay; Jamaica Kincaid, *Lucy*; Toni Morrison, *Jazz*; Caryll Phillips, *A Distant Shore*; V. S. Naipaul; Dionne Brand, *In Another Place, Not Here*; and Edwidge Danticat, *Farming of Bones*. (Same as **English 21**.)

[**Africana Studies 25c. The Civil War in Film**. (Same as **History 25**.)]

Anthropology 14b,d. Weather, Climate, and Culture. Fall 2007. Anne Henshaw.

Explores anthropological approaches to understanding meteorological phenomena in a variety of cultural contexts. Draws on ethnographic and archaeological case studies, with emphasis placed on the way humans have responded to weather and climatic variability, as well as the symbolic and cognitive dimensions associated with such phenomena in everyday life. Examines the relationship between scientific inquiry into our growing concern over long-term climate change and how change is experienced on scales relevant to human activity. Case studies are drawn from both pre-industrial and industrial societies in the New and Old World. (Same as **Environmental Studies 14**.)

Anthropology 20b. Fantastic Archaeology. Fall 2007. Scott MacEachern.

Chariots of the gods...Refugees from Atlantis...Lost arks.... Archaeology occupies a curious place in the popular imagination, as an academic pursuit but also a highly romanticized—and often fictionalized—quest. Its involuntary association with strange theories and fraudulent hangers-on may thus not be too surprising. Students examine a variety of the weird and wonderful ideas that inhabit the fringes of the discipline, and thus come to an understanding of what archaeology is through analysis of what it is not.

[**Anthropology 25b,d. Tasting Hierarchies: Food in Latin America**. (Same as **Latin American Studies 25**.)]

Art History 12c. Picasso and Matisse. Spring 2008. Pamela Fletcher.

Examines the painting of Pablo Picasso and Henri Matisse, in the context of modern painting, philosophy, and history. Particular attention is paid to the creative exchanges and rivalries between the two artists, as well as their role in the popular understanding of modern art and the role of the artist in society.

[**Art History 15c. Art Works, Artists, and Audiences.**]

[**Art History 19c. Questioning the Modern.**]

[**Asian Studies 11c,d. Living in the Sixteenth Century**. (Same as **History 13**.)]

Asian Studies 17c,d. Shanghai Imagined. Fall 2007. Belinda Kong.

Examines literary and filmic representations of Shanghai of the 1930s and 1940s. Explores how Shanghai imagined itself through its own writers at the time, as well as how it has been imagined retrospectively by contemporary writers and filmmakers, both within China and in the diaspora. Topics include conceptions of cosmopolitanism, the Second World War and the Japanese occupation, the International Settlement and colonialism, the figure of the Eurasian, the Jewish ghetto, and hybrid cultural forms such as Shanghai jazz. (Same as **English 14**.)

[**Asian Studies 19b,d. East Asian Politics: Introductory Seminar**. (Same as **Government 19**.)]

[**Asian Studies 28c,d. Seekers' Lives**. (Same as **History 28**.)]

Asian Studies 29c,d. The Jewish Diaspora: Unity and Diversity. Fall 2007. Mitch Numark.

What makes someone or something Jewish? How does one characterize or define something as "Jewish"? To what extent are/were definitions of "Jewishness" culturally, historically, and geographically contingent? Explores comparatively how the meaning of being Jewish changed over time and varied by place and circumstance. Examines how Jewish definitions of Jewishness in various Jewish communities (in the United States, England, Germany, Eastern Europe, the Middle East, India, China, and Ethiopia) were informed by the ways in which non-Jews treated and perceived Jews. (Same as **History 29**.)

Classics 16c. Cultural Connections in the Ancient Mediterranean. Fall 2007. James Higginbotham.

Studies the degree and the nature of cross-cultural interactions, explores the influence of one society on another, and examines the characteristics that not only determine, but also unite, the civilizations of the Ancient Near East, Africa, Greece, and Rome. Thematic topics include the ancient trading economies of Corinth and Athens, the spread of ancient technologies and manufacture, the development and evolution of monetary systems, public and private religion, and the debt that the "Classical" world owes to African and Near Eastern societies. The seminar incorporates study of the rich collection of ancient art and artifacts housed in the Bowdoin College Museum of Art. Here, the same evidence used by archaeologists and historians to study the contacts between ancient cultures is examined (vases from Corinth and Athens; coins; votive terracotta figurines and other cultic instruments; portraiture; and implements of daily life).

Dance 10c. Understanding Theater and Dance: Critical Perspectives on the Performing Arts. Spring 2008. June Vail.

Investigates various analytical perspectives on dance, drama, and other theatrical events. Develops viewing and writing skills: description, analysis, interpretation, evaluation, and organization. Live performances, on and off campus; film; and videos provide the basis for four extended essays and other modes of critical response – written, oral, or visual. Individual conferences and visits by professionals in the field. (Same as **Theater 10**.)

Education 20c. The Educational Crusade. Spring 2008. Charles Dorn.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the "Common School Crusaders" of the early nineteenth century to present advocates of "No Child Left Behind." Examining public education as both a product of social, political, and economic change and as a force in molding American society, we highlight enduring tensions in the development and practice of public schooling in a democratic republic.

English 10c. Transfigurations of Song. Fall 2007. David Collings.

A course in close reading. Explores poetry, primarily in the Romantic tradition, which dallies with the dangers of lyrical transport, whether in the form of fatal quest, fusion with the divine, aesthetic seduction, beautiful horror, or physical transfiguration. Authors may include Coleridge, Wordsworth, Keats, Tennyson, Browning, Christina Rossetti, Whitman, Yeats, and Hart Crane.

English 11c. Modern American Authors: Cather (1873-1947), Hemingway (1899-1961), and Fitzgerald (1896-1940). Fall 2007. Celeste Goodridge.

Joan Accocella noted that "Fitzgerald admired [Cather] to the point of plagiarism," while Hemingway referred to her as a "poor woman" when responding to her World War I novel, *One of Ours*. Reading these three authors in concert and considering their critical reception reveals major differences in their projects, as well as the striking confluence between them.

English 12c. The Western. Fall 2007. Dan J. Moos.

The tradition of the Western lies not so much in the space or even the history of American West as it does in the construction of an ideal—one offered in preset and often canned formats. Beginning with an exploration of western and pioneer history, as well as early Western novels such as Owen Wister's *The Virginian*, turns to variations on the themes of the Western in its two major genres, literature and film. Novels and films examined include works that are distinctly anti-Western *(McCabe and Mrs. Miller)*, revisionist Western *(Dances with Wolves)*, or seemingly not Western at all *(Blade Runner)*.

English 13c. Shakespeare's Afterlives. Fall 2007. Aaron Kitch.

Richard III in Nazi Germany. Petruchio on Broadway. King Lear on an Iowa farm. Explores both the subtle and radical ways that authors have adapted and appropriated Shakespeare over the centuries. Focuses on issues of generic transformation, political allegory, historical difference, and aesthetic desire. Readings include representative plays by Shakespeare and works by Bertolt Brecht, W.H. Auden, Robert Browning, Tom Stoppard, and Jane Smiley; also includes screenings of films by Baz Luhrman, Richard Loncraine, and Peter Greenaway.

English 14c,d. Shanghai Imagined. Fall 2007. Belinda Kong.

Examines literary and filmic representations of Shanghai of the 1930s and 1940s. Explores how Shanghai imagined itself through its own writers at the time, as well as how it has been imagined retrospectively by contemporary writers and filmmakers, both within China and in the diaspora. Topics include conceptions of cosmopolitanism, the Second World War and the Japanese occupation, the International Settlement and colonialism, the figure of the Eurasian, the Jewish ghetto, and hybrid cultural forms such as Shanghai jazz. (Same as **Asian Studies 17**.)

English 15c. Hawthorne. Fall 2007. William Watterson.

Readings include selected short stories, *Fanshawe, The Scarlet Letter, The Blithedale Romance, The House of the Seven Gables, The Marble Faun, Septimus Felton*, and James Mellow's *Nathaniel Hawthorne in His Times*.

English 16c. What We Talk about When We Talk about Love. Fall 2007. Mark Foster.

Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to "show rather than tell" narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekhov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as **Gender and Women's Studies 16**.)

English 17c. Animal Life. Fall 2007. Hilary Thompson.

Explores the ways in which the figure of the animal serves as both a point of analogy and opposition to the concept of the human, and thus has been crucial for our definitions of human life. Focusing on contemporary world literature, investigates the fantastic images and ethical quandaries that are unleashed when the dividing boundaries between human and animal life lapse. Authors studied may include J. M. Coetzee, Brigid Brophy, Philip K. Dick, Italo Calvino, Haruki Murakami, and Anita Desai.

English 18c. Literature of United States-Middle Eastern Wars. Fall 2007. William Arcé.

When soldiers marched out into the field of battle with lance, sword and shield, writers celebrated chivalry and courage—but then came modern warfare. With its technological advances and its political complexities, modern warfare has put distance between soldiers and challenged the traditional tropes of heroism and sacrifice. How do American soldiers write about their experience of war? Can war literature still champion abstract ideals when the way in which modern warfare is conducted often fails to make distinctions between soldiers and civilians, combatants and non-combatants, military heroes and war criminals? Focuses on the three United States-Middle Eastern Wars, exploring themes traditionally associated with soldiering such as gender, patriotism, nationalism, and military heroism. Includes screenings of various important war films of the period.

English 19c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2008. Aviva Briefel.

Explores a popular cinematic image: the dangerous—and sometimes deadly—woman. By analyzing a range of films from classical Hollywood cinema to the present day, explores the various forms that this female figure assumes: the femme fatale, the jealous or vindictive woman, the murderous lesbian, the revenge seeker, etc. In addition to examining the various permutations of the dangerous female, examines why she has attained such a prevalent place on the silver screen. What is so seductive about the deadly woman? Also introduces students to film criticism. Films may include *Basic Instinct, Carrie, Eve's Bayou, Fatal Attraction, Gilda, Kill Bill, Mildred Pierce, Rebecca,* and *Thelma and Louise*. (Same as **Gay and Lesbian Studies 19** and **Gender and Women's Studies 19**.)

English 20c. Lesbian Personae. Spring 2008. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others. (Same as **Gay and Lesbian Studies 20** and **Gender and Women's Studies 23**.)

English 21c,d. Migration Narratives: Writers of the Caribbean. Spring 2008. Jarrett Brown.

International as well as intra-national, geographical as well as psychological, migratory movement is a powerful theme that offers explanations for modernity, memory, identity, and transnationalism. Examines selected writers engaged primarily with Caribbean migratory experience. Authors may include Samuel Selvon, *The Lonely Londoners*; Claude McKay; Jamaica Kincaid, *Lucy*; Toni Morrison, *Jazz*; Caryll Phillips, *A Distant Shore*; V. S. Naipaul; Dionne Brand, *In Another Place, Not Here*; and Edwidge Danticat, *Farming of Bones*. (Same as **Africana Studies 21**.)

English 22c. Of Comics and Culture. Spring 2008. Elizabeth Muther.

Explores hybrid works of image and text: illuminated manuscripts to cyber-constructs, comics in mass and "zine" formats, and graphic narratives and novels. Focuses on the history and social function of "sequential art" of various forms. Contemporary comics and cultural theory are of special interest.

English 23c. The Nuclear Plot. Spring 2008. Marilyn Reizbaum.

An examination of the nuclear age in literature and film, documents and documentary. Works include Hersey's *Hiroshima*, Frayn's *Copenhagen*, *The Atomic Cafe*, *Dr. Strangelove Or How I Learned to Stop Worrying and Love the Bomb*, *Them*, *Fail Safe*. Excerpts from Einstein, Kahn, Arendt, Lifton.

English 24c. Poetry Workshop. Spring 2008. William Watterson.

In addition to crafting original work, students read poems by Robert Frost, Derek Walcott, Elizabeth Bishop, Seamus Heaney, Robert Lowell, Philip Larkin, James Wright, Sharon Olds, James Schuyler and others.

Environmental Studies 14b,d. Weather, Climate, and Culture. Fall 2007. Anne Henshaw.

Explores anthropological approaches to understanding meteorological phenomena in a variety of cultural contexts. Draws on ethnographic and archaeological case studies, with emphasis placed on the way humans have responded to weather and climatic variability, as well as the symbolic and cognitive dimensions associated with such phenomena in everyday life. Examines the relationship between scientific inquiry into our growing concern over long-term climate change and how change is experienced on scales relevant to human activity. Case studies are drawn from both pre-industrial and industrial societies in the New and Old World. (Same as **Anthropology 14**.)

Film Studies 10c. Cultural Difference and the Crime Film. Fall 2007. Tricia Welsch.

Considers the gangster film in depth, and explores how popular narrative film has managed the threat posed by the criminal's difference—racial, ethnic, or gender—over time. Examines shifts in the genre's popularity from the silent era to the present day, theories of generic change, and the implications of considering genre entertainment art. Attendance at weekly evening screenings is required.

Gay and Lesbian Studies 19c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2008. Aviva Briefel.

Explores a popular cinematic image: the dangerous—and sometimes deadly—woman. By analyzing a range of films from classical Hollywood cinema to the present day, explores the various forms that this female figure assumes: the femme fatale, the jealous or vindictive woman, the murderous lesbian, the revenge seeker, etc. In addition to examining the various permutations of the dangerous female, examines why she has attained such a prevalent place on the silver screen. What is so seductive about the deadly woman? Also introduces students to film criticism. Films may include *Basic Instinct*, *Carrie*, *Eve's Bayou*, *Fatal Attraction*, *Gilda*, *Kill Bill*, *Mildred Pierce*, *Rebecca*, and *Thelma and Louise*. (Same as **English 19** and **Gender and Women's Studies 19**.)

Gay and Lesbian Studies 20c. Lesbian Personae. Spring 2008. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others. (Same as **English 20** and **Gender and Women's Studies 23**.)

Gender and Women's Studies 16c. **What We Talk about When We Talk about Love**. Fall 2007. Mark Foster.

Examines literary texts in which writers from the United States and Europe follow a well-worn literary dictum to "show rather than tell" narratives dramatizing the always complex, sometimes painful, but always endlessly challenging negotiations of intimate relationships. Throughout the term, students read a variety of literary works: from an Anton Chekhov play to short stories by Edwidge Danticat and Raymond Carver. Attention given to the impact on these narratives of historical and cultural shifts in race, gender, class, and sexual discourses. (Same as **English 16**.)

Gender and Women's Studies 19c. **Femmes Fatales, Lady Killers, and Other Dangerous Women**. Spring 2008. Aviva Briefel.

Explores a popular cinematic image: the dangerous—and sometimes deadly—woman. By analyzing a range of films from classical Hollywood cinema to the present day, explores the various forms that this female figure assumes: the femme fatale, the jealous or vindictive woman, the murderous lesbian, the revenge seeker, etc. In addition to examining the various permutations of the dangerous female, examines why she has attained such a prevalent place on the silver screen. What is so seductive about the deadly woman? Also introduces students to film criticism. Films may include *Basic Instinct, Carrie, Eve's Bayou, Fatal Attraction, Gilda, Kill Bill, Mildred Pierce, Rebecca,* and *Thelma and Louise*. (Same as **English 19** and **Gay and Lesbian Studies 19**.)

Gender and Women's Studies 20c. **In Sickness and in Health: Public Health in Europe and the United States**. Fall 2007. Susan L. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **History 20**.)

Gender and Women's Studies 23c. **Lesbian Personae**. Spring 2008. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Concerned with questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others. (Same as **English 20** and **Gay and Lesbian Studies 20**.)

Government 10b. **The Pursuit of Peace**. Fall 2007. Allen L. Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

Government 11b. The Korean War. Fall 2007. Christian P. Potholm.

The Korean War is often called "the forgotten war" because it is overshadowed by World War II and the Vietnam War, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state between China, Russia, and Japan continues to have important policy ramifications for the United States. The course focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

[**Government 12b. Becoming Modern**.]

[**Government 14b. Democracy and Democratization**.]

[**Government 19b.d. East Asian Politics: Introductory Seminar**. (Same as **Asian Studies 19**.)]

[**Government 21b. Citizenship and Representation in American Politics**.]

Government 24b. Political Theory and Utopia. Fall 2007. Thomas E. Schneider.

Utopia is both "no place" and "good place." Considers a number of famous utopian (and anti-utopian) writings, beginning with the most famous of all – Plato's *Republic* – and including works by later writers who have taken up some of the same questions (More, Bacon, Engels, Bellamy, Huxley): Is utopia unrealizable? If so, what is its use? Is there a role for philosophy in politics?

[**Government 25b. American Politics: Representation, Participation, and Power**.]

Government 26b. Fundamental Questions: Exercises in Political Theory. Fall 2007. Jean M. Yarbrough.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

[**Government 28b. Human Being and Citizen**.]

[**History 10c. Monsters, Marvels, and Messiahs: Europe during the Age of Discovery**.]

[**History 11c. Memoirs and Memory in American History**.]

History 12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2008. Sarah McMahon.

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

[**History 13c.d. Living in the Sixteenth Century**. (Same as **Asian Studies 11**.)]

History 14c. The Atomic Bomb and American Society. Fall 2007. David Hecht.

Explores the impact of the atomic bomb on American society, politics, and culture. Few aspects of post-World War II United States history were unaffected by the bomb, which decisively shaped the Cold War, helped define the military-industrial complex, and contributed to profound changes in the place of science in American life. Influence of the bomb can be seen, with surprisingly varied effects, throughout American society: in consumer culture, domestic politics, civil rights, and literature. Uses a wide range of sources—such as newspaper articles, interviews, memoirs, fiction, film, and policy debates—to examine the profound effects of the atomic bomb in American society.

History 16c,d. From Montezuma to Bin Laden: Globalization and Its Critics. Fall 2007. David Gordon.

Examines the challenge that globalization and imperialism pose for the study of history. How do historians balance the perspectives of victors and victims in past and present processes of globalization? How important are non-European versions of the past that may contradict European Enlightenment historical ideas and ideals? Class discussions interrogate questions about globalization and imperialism raised by proponents and critics, ranging from the Spanish conquest of Mexico to the American conquest of Iraq. (Same as **Africana Studies 16**.)

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2007. Susan L. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **Gender and Women's Studies 20**.)

[**History 21c. Players and Spectators: History, Culture, and Sports**.]

History 23c,d. Voices of the Excluded: Latin American History through Testimonials. Fall 2007. Sarah Sarzynski.

One of the consequences of social and economic inequalities in Latin America is the exclusion of millions of voices from the official documents used to write history. Testimonial literature, a literary genre where scholars create a written account of the life stories of marginalized individuals, is one source where it is possible to find the voices of women, the poor, certain racial/ethnic groups, and victims of human rights abuses. Examines related issues of memory, politics and truth, authorship, and first world/third world relations. Sources include Nobel Peace Prize Laureate Rigoberta Menchu's testimonial, *I, Rigoberta Menchu: An Indian Woman in Guatemala*; and testimonials of political prisoners in Argentina and Chile, ex-slaves in Cuba and Brazil, and guerrillas in Central America and Cuba. (Same as **Latin American Studies 23**.)

[**History 25c. The Civil War in Film**. (Same as **Africana Studies 25**.)]

[**History 28c,d. Seekers' Lives**. (Same as **Asian Studies 28**.)]

History 29c,d. The Jewish Diaspora: Unity and Diversity. Fall 2007. Mitch Numark.

What makes someone or something Jewish? How does one characterize or define something as "Jewish"? To what extent are/were definitions of "Jewishness" culturally, historically, and geographically contingent? Explores comparatively how the meaning of being Jewish changed over time and varied by place and circumstance. Examines how Jewish definitions of Jewishness in various Jewish communities (in the United States, England, Germany, Eastern Europe, the Middle East, India, China, and Ethiopia) were informed by the ways in which non-Jews treated and perceived Jews. (Same as **Asian Studies 29**.)

Latin American Studies 23c,d. Voices of the Excluded: Latin American History through Testimonials. Fall 2007. Sarah Sarzynski.

One of the consequences of social and economic inequalities in Latin America is the exclusion of millions of voices from the official documents used to write history. Testimonial literature, a literary genre where scholars create a written account of the life stories of marginalized individuals, is one source where it is possible to find the voices of women, the poor, certain racial/ethnic groups, and victims of human rights abuses. Examines related issues of memory, politics and truth, authorship, and first world/third world relations. Sources include Nobel Peace Prize Laureate Rigoberta Menchu's testimonial, *I, Rigoberta Menchu: An Indian Woman in Guatemala*; and testimonials of political prisoners in Argentina and Chile, ex-slaves in Cuba and Brazil, and guerrillas in Central America and Cuba. (Same as **History 23**.)

[**Latin American Studies 25b,d. Tasting Hierarchies: Food in Latin America**. (Same as **Anthropology 25**.)]

Philosophy 14c. The Nature of Poetry. Spring 2008. Denis Corish.

What is the nature of poetry? This is a philosophical question, considered by using traditional and contemporary poems as examples. Also considers the relation of philosophy to poetry in the particularly interesting case of the condemnation of poetry by the Greek philosopher Plato.

Philosophy 16c. Personal Ethics. Spring 2008. Matthew Stuart.

Examines some ethical problems and paradoxes that arise in ordinary life, some philosophical theories that bear upon them, and some strategies for making thoughtful decisions about them. Topics may include friendship, lying, love, family obligations, charity, the treatment of animals, abortion.

Philosophy 27c. Moral History. Fall 2007. Lawrence H. Simon.

What can history tell us about morality? What can morality help us understand about history? Does the fact that humans are capable of great evil mean that moral progress is a chimera? Why are some individuals capable of great moral insight, sensitivity, and courage in the midst of widespread moral collapse? Asks these and related questions in the context of some of the moral atrocities and dilemmas of recent history, including the Holocaust and other genocides, war and war crimes, totalitarianism and systematic oppression, torture, and slavery.

Psychology 10b. What's on Your Mind? An Introduction to the Brain and Behavior. Every fall. Seth J. Ramus.

A general introduction to the science of psychology, with a specific emphasis on the brain's control of human and animal behavior. Uses historical texts, "popular" science books, and primary literature to explore the mind-body connections within topics such as learning and memory, perception, development, stress, social behavior, personality, and choice.

Religion 14c. Heresy and Orthodoxy. Fall 2007. Jorunn Buckley.

This writing-intensive course focuses on readings in heretical texts, orthodox creeds, and scholarly treatments of the religious-ideological construction of heresy and orthodoxy. Fundamentally, heresy is dangerous precisely because of its proximity to orthodoxy. Examples focus on Jewish, Christian, and Islamic traditions; attention is given to categories such as dogma vs. freedom, pure vs. impure, society vs. individual. Facets of present-day debates on fundamentalism are included

[**Religion 15c. Religion, Violence, and Secularization**.]

Sociology 10b,d. Racism. Fall 2007. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10**.)

Note: This course counts toward the major and minor in gender and women's studies.

Sociology 14b. America in the 1970s. Fall 2007. Seth Ovadia.

A sociological exploration of some of the major events and trends of the 1970s in the United States. Students use a variety of sources to develop an understanding of the social forces that shaped American lives then and how those forces continue to influence American life today.

[**Sociology 16b**. **Deviance and Conformity**.]

Theater 10c. Understanding Theater and Dance: Critical Perspectives on the Performing Arts. Spring 2008. June Vail.

Investigates various analytical perspectives on dance, drama, and other theatrical events. Develops viewing and writing skills: description, analysis, interpretation, evaluation, and organization. Live performances, on and off campus; film; and videos provide the basis for four extended essays and other modes of critical response – written, oral, or visual. Individual conferences and visits by professionals in the field. (Same as **Dance 10**.)

Gay and Lesbian Studies

Administered by the Gay and Lesbian Studies Committee;
Associate Professor Aviva Briefel, *Program Director*
(See committee list, page 350.)

Gay and Lesbian Studies is an interdisciplinary program coordinating courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

19c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2008. Aviva Briefel.

(Same as **English 19** and **Gender and Women's Studies 19**.)

20c. Lesbian Personae. Spring 2008. Peter Coviello..

(Same as **English 20** and **Gender and Women's Studies 23**.)

Intermediate and Advanced Courses

201 - ESD. Gay and Lesbian Studies. Every year. Fall 2007. Peter Coviello.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

203c - VPA. Women in Performance. Every other year. Fall 2007. Gretchen Berg.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Gender and Women's Studies 203** and **Theater 203**.)

Prerequisite: One 100-level course in theater or gender and women's studies.

205c. Queer Race. Fall 2008. Mark Foster.

Contemporary critics have argued that late nineteenth-/early twentieth-century understandings of same-sex desiring identities acquired early visibility through self-conscious analogies to racial categorization, i.e., a homosexual is like a mixed-race person: s/he is half one thing and half another. Such beliefs continue to endure to the present day. One of its legacies is the belief that struggles against racial oppression and sexual oppression are mutually exclusive. Through close readings of both popular and lesser-known lesbigay/transgendered narratives of the era, the course explores the cultural and theoretical implications of these beliefs, as well as the challenges they have sometimes presented to conceptualizing and implementing radical social change. Possible authors/texts include Radclyffe Hall, Gore Vidal, James Baldwin, Ann Bannon, Rita Mae Brown, Ann Allen Shockley, Patricia Nell Warren, Leslie Feinberg, James Earl Hardy, E. Lynn Harris, Audre Lorde, *Take Me Out: A Play*, *M Butterfly*, and *Noah's Arc*. (Same as **Africana Studies 273**, **English 276** [formerly **English 273**], and **Gender and Women's Studies 205**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, gay and lesbian studies, or gender and women's studies.

210b,d. Global Sexualities, Local Desires. Fall 2007. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of "sexuality," "sex," and "gender" help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travestí), intersexuality, and the naturalization of sex; "third gendered" individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of "gay" identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so called "third genders" and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Anthropology 210** and **Gender and Women's Studies 210**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

226c. **Topics in English Literature: English Renaissance Sexualities**. Every other year. Spring 2009. Aaron Kitch.

Explores the literary and cultural functions of sex as a historically determined category of human experience in the English Renaissance. Building on competing theories of the body in Renaissance England, explores how sexual attachments shaped social, personal, religious, and political practices. Tracing the way that different genres take different approaches to representing sex, considers the Petrarchan sonnet; lyric poetry of the eroticized court of Queen Elizabeth; minor epics by Shakespeare and Marlowe; and satires by John Marston, Joseph Hall, and Ben Jonson. Also considers the politics and poetics of same-sex desire, as well as the erotics of theatrical performance by boy actors on the London stage. Additional authors include Ovid, Elizabeth I, Edmund Spenser, John Donne, and Mary Wroth. Secondary texts by Michel Foucault, Bruce Smith, Jonathan Goldberg, and James Grantham Turner further inform the readings. (Same as **English 226** and **Gender and Women's Studies 226**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

Note: This course fulfills the pre-1800 literature requirement for English majors.

236c. **Romantic Sexualities**. Fall 2007. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Byron, Coleridge, Keats, Lister, Mary Shelley, Percy Shelley, and Wollstonecraft, alongside secondary, theoretical, and historical works. (Same as **English 236** [formerly **English 241**] and **Gender and Women's Studies 234**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

[**237b,d - ESD, IP. Family, Gender, and Sexuality in Latin America**. (Same as **Anthropology 237**, **Gender and Women's Studies 237**, and **Latin American Studies 237**.)]

[**243c**. **Victorian Genders**. (Same as **English 243** and **Gender and Women's Studies 239**.)]

244c. **Victorian Crime**. Every other year. Spring 2009. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **English 244** and **Gender and Women's Studies 244**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

253b. Constructions of the Body. Spring 2008. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout, draws from and compares theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gender and Women's Studies 253** and **Sociology 253**.) *Note:* This course is being offered as part of a three-course cluster called **Artworks and Social Change**. The other two courses are **Visual Arts 265, Public Art** and **Visual Arts 380, Photo Seminar**. Attendance is required at a series of lectures by leading artists and scholars who will address this topic. The lectures are scheduled every other week and typically take place on Wednesday evenings.

Prerequisite: **Sociology 101** or **Anthropology 101**.

257c. Classic Twentieth-Century LGBT Cultural Texts. Spring 2008. Mark Foster.

Analyzes some of the most enduring, and in some cases infamous, lesbigay and transgendered cultural texts of the twentieth century. Whether authored by avowed LGBT authors or by non-LGBT cultural producers, such works reflect some of the specific challenges that United States and European writers and others have continued to face in depicting portrayals of same-sex identities and desires that seek to reject totalizing narratives of pathology and criminalization. Possible texts include: *The Well of Loneliness, Death in Venice, Giovanni's Room, The Boys in the Band, The Front Runner, Stone Butch Blues,* Hitchcock's *Rope, The Children's Hour,* "Will and Grace," and "Six Feet Under." (Same as **English 257** and **Gender and Women's Studies 257**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**271c. The American Renaissance**. (Same as **English 251** [formerly **English 271**).]

291–294. Intermediate Independent Study in Gay and Lesbian Studies. The Program.

310c. Gay and Lesbian Cinema. Spring 2008. Tricia Welsch.

Considers both mainstream and independent films made by or about gays and lesbians. Four intensive special topics each semester, which may include classic Hollywood's stereotypes and euphemisms, the power of the box office, coming of age and coming out, the social problem film, key figures, writing history through film, queer theory and queer aesthetics, revelation and revaluations of film over time, autobiography and documentary, the AIDS imperative. Writing-intensive; attendance at evening film screenings is required. (Same as **Film Studies 310** and **Gender and Women's Studies 310**.)

Prerequisite: One course in film studies or permission of the instructor.

312b. Resistance and Accommodation: Comparative Perspectives on Gender. Fall 2007. Nancy Riley.

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise from both local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them As part of the course, each student conducts a major research project on an issue of gender. (Same as **Gay and Lesbian Studies 312** and **Gender and Women's Studies 312** and **Sociology 312**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and one of the following: **Anthropology 203**, **230**, or **237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**), **Sociology 204** (same as **Gender and Women's Studies 204**), **211**, **253** (same as **Gender and Women's Studies 253**), **265** (same as **Asian Studies 264** and **Gender and Women's Studies 265**), or **267** (same as **Gender and Women's Studies 267**).

316c. **Shakespeare's Sonnets**. Spring 2009. William Watterson.

Close reading of Shakespeare's one hundred and fifty-four sonnets and the appended narrative poem "A Lover's Complaint," which accompanies them in the *editio princeps* of 1609. Required texts include the "New Arden" edition of Shakespeare's Sonnets (1997) edited by Katherine Duncan-Jones, and Helen Vendler's *The Art of Shakespeare's Sonnets* (1998). Critical issues examined include the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content. (Same as **English 316**.)

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

324c. **Leonardo and Michelangelo**. Fall 2007. Clifton Olds.

The art and thought of Leonardo da Vinci and Michelangelo, studied in the context of Renaissance philosophy, literature, and scientific theory. (Same as **Art History 324**.)

Prerequisite: **Art History 101** or permission of the instructor.

346c. **Philosophy of Gender: Sex and Love**. Fall 2007. Sarah Conly.

Issues of sex and love preoccupy us but may not be well understood. Considers what "counts" as having sex, why that matters, and what it is to love someone. These and other relevant topics are explored through readings and discussion. (Same as **Gender and Women's Studies 346** and **Philosophy 346**.)

390c - IP. **Robots, Vamps, and Whores: Women in German Culture and Society, 1880-1989**. Spring 2008. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle,* the Roaring '20s, the Nazi era, and divided Germany—the course compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. Uses a variety of texts to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed are required. (Same as **Gender and Women's Studies 390** and **German 390**.)

Gender and Women's Studies

Administered by the Gender and Women's Studies Program Committee;
Jennifer Scanlon, *Program Director*
Anne E. Clifford, *Program Administrator*
(See committee list, page 350.)

Professor: Jennifer Scanlon
Assistant Professor: Kristen R. Ghodsee

The gender and women's studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Gender and women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in gender and women's studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Gender and Women's Studies

The major consists of ten courses, including three required core courses—**Gender and Women's Studies 101**, **201**, and **301**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of gender and women's studies courses, or from a set of courses in other disciplines that have been approved by the Gender and Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" gender and women's studies courses. Gender and women's studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and above are advanced seminars intended for juniors and seniors.

In total, no more than three of the seven elective courses may be from the same department. In case of elective courses that are listed as related gender and women's studies courses, the departmental affiliation of the course is considered the department of which the instructor is a member.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught gender and women's studies courses and served on the Gender and Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Gender and Women's Studies 401** and **402**) are required for an honors project in gender and women's studies. No more than two independent studies courses may count toward the gender and women's studies major.

Requirements for the Minor in Gender and Women's Studies

The minor consists of **Gender and Women's Studies 101** and **201**, normally taken in the first or second year, and three additional courses. Students may count courses in their major, but may count only two courses from any given discipline.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

16c. **What We Talk about When We Talk about Love**. Fall 2007. Mark Foster.
(Same as **English 16**.)

19c. **Femmes Fatales, Lady Killers, and Other Dangerous Women**. Spring 2008. Aviva Briefel.
(Same as **English 19** and **Gay and Lesbian Studies 19**.)

20c. **In Sickness and in Health: Public Health in Europe and the United States**. Fall 2007. Susan L. Tananbaum.
(Same as **History 20**.)

23c. **Lesbian Personae**. Spring 2008. Peter Coviello.
(Same as **English 20** and **Gay and Lesbian Studies 20**.)

Introductory, Intermediate, and Advanced Courses

101b - ESD. **Introduction to Gender and Women's Studies**. Fall 2007. Kristen R. Ghodsee. Spring 2008. Jennifer Scanlon. Fall 2008. Kristen R. Ghodsee.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. Explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c - ESD, VPA. **Cultural Choreographies: An Introduction to Dance**. Every year. Fall 2007. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Dance 101**.)

201b - ESD. **Feminist Theory**. Fall 2007. Fall 2008. Jennifer Scanlon.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Gender and Women's Studies 101** or permission of the instructor.

203c - VPA. Women in Performance. Fall 2007. Gretchen Berg.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Gay and Lesbian Studies 203** and **Theater 203**.)

Prerequisite: One 100-level course in theater or gender and women's studies.

[**204b. Families: A Comparative Perspective**. (Same as **Sociology 204**.)]

205c. Queer Race. Fall 2008. Mark Foster.

Contemporary critics have argued that late nineteenth-/early twentieth-century understandings of same-sex desiring identities acquired early visibility through self-conscious analogies to racial categorization, i.e., a homosexual is like a mixed-race person: s/he is half one thing and half another. Such beliefs continue to endure to the present day. One of its legacies is the belief that struggles against racial oppression and sexual oppression are mutually exclusive. Uses close readings of both popular and lesser-known lesbigay/transgendered narratives of the era to explore the cultural and theoretical implications of these beliefs, as well as the challenges they have sometimes presented to conceptualizing and implementing radical social change. Possible authors/texts include Radclyffe Hall, Gore Vidal, James Baldwin, Ann Bannon, Rita Mae Brown, Ann Allen Shockley, Patricia Nell Warren, Leslie Feinberg, James Earl Hardy, E. Lynn Harris, Audre Lorde, *Take Me Out: A Play, M Butterfly*, and *Noah's Arc*. (Same as **Africana Studies 273**, **English 276** [formerly **English 273**], and **Gay and Lesbian Studies 205**.)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, gay and lesbian studies, or gender and women's studies.

[**209c,d - ESD. Gender in Islam**. (Same as **Religion 209**.)]

210b,d. Global Sexualities, Local Desires. Fall 2007. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of "sexuality," "sex," and "gender" help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travestí), intersexuality, and the naturalization of sex; "third gendered" individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of "gay" identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so called "third genders" and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Anthropology 210** and **Gay and Lesbian Studies 210**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

217c. Dostoevsky or Tolstoy. Fall 2007. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues by both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Russian 224**.)

218b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century. Spring 2008. Kristen R. Ghodsee.

Focuses on gender issues in nations whose social, cultural, political, and economic histories have been shaped and/or influenced by Marxist-Leninism. Begins with a thorough examination of socialist ideas about the role of men and women in society and how these ideas evolved over time in the different countries and regions. The practical ramifications of these ideologies are studied through a survey of policies, programs, and projects that were implemented by socialist governments around the world. Addresses how socialist ideologies of gender influenced everything from the rise of the second wave feminists in the United States to the political ascendance of the Taliban in Afghanistan. Considers the political and economic changes that have occurred after the collapse of the Soviet Union. Specifically deals with issues of race, class, religion, ethnicity, sexuality, and gerontocracy, as they directly relate to the (re)construction of identity taking place throughout the former and/or transitioning socialist countries.

220c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Spring 2009. Jane Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias, eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstoya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Russian 221**.)

[223b - ESD. Cultural Interpretations of Medicine. (Same as **Sociology 223**.)]

224b. Introduction to Human Population. Spring 2008. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Sociology 222**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

226c. Topics in English Literature: English Renaissance Sexualities. Every other year. Spring 2009. Aaron Kitch.

Explores the literary and cultural functions of sex as a historically determined category of human experience in the English Renaissance. Building on competing theories of the body in Renaissance England, explores how sexual attachments shaped social, personal, religious, and political practices. Tracing the way that different genres take different approaches to representing sex, considers the Petrarchan sonnet; lyric poetry of the eroticized court of Queen Elizabeth; minor epics by Shakespeare and Marlowe; and satires by John Marston, Joseph Hall, and Ben Jonson. Also considers the politics and poetics of same-sex desire, as well as the erotics of theatrical performance by boy actors on the London stage. Additional authors include Ovid, Elizabeth I, Edmund Spenser, John Donne, and Mary Wroth. Secondary texts by Michel Foucault, Bruce Smith, Jonathan Goldberg, and James Grantham Turner further inform the readings. (Same as **English 226** and **Gay and Lesbian Studies 226**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

Note: This course fulfills the pre-1800 literature requirement for English majors.

227b,d - ESD, IP. Women and World Development. Fall 2007. Fall 2008. Kristen R. Ghodsee.

Makes an interdisciplinary and critical survey of the previous development paradigms and their diverse and wide-ranging consequences. Using literary, journalistic, theoretical, and visual texts, first examines the issues and experiences of women in the "developing" and "transitioning" world through their own words. Then reviews the major theoretical underpinnings of the "Women and Development," "Women in Development," and "Gender and Development" movements and the critiques that they have engendered over the previous three decades. Also explores women's issues in the post-modern context, looking at the emerging challenges that the late capitalist globalization, neo-liberal economic hegemony, and self-defining nationalisms and fundamentalisms pose to the way that women ultimately experience their lives and societies.

[**229c - ESD. Gender and Sexuality in Classical Antiquity**. (Same as **Classics 229**.)]

[**230c. History and Families in Europe**. (Same as **History 222**.)]

231b - MCSR. Economics of the Life Cycle. Fall 2007. Rachel Ex Connelly.

A study of economic issues that occur at each age as one moves through life, such as economics of education, career choice, marriage (and divorce), fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, health care, elder care, and retirement. Considers age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage. Differences in experience based on race, gender, sexuality, income level, and national origin are an important component for discussion. Not open to students who have credit for **Economics 301**. (Same as **Economics 231**.)

Prerequisite: **Economics 101**.

234c Romantic Sexualities. Fall 2007. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Byron, Coleridge, Keats, Lister, Mary Shelley, Percy Shelley, and Wollstonecraft, alongside secondary, theoretical, and historical works. (Same as **English 236** [formerly **English 241**] and **Gay and Lesbian Studies 236**.)

Prerequisite: One first-year seminar or 100-level course in English, gay and lesbian studies, or gender and women's studies.

235c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Spring 2008. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. In the second part, explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention is paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **History 234**.)

[**237b,d - ESD, IP. Family, Gender, and Sexuality in Latin America**. (Same as **Anthropology 237**, **Gay and Lesbian Studies 237**, and **Latin American Studies 237**.)]

[**238c - ESD. Monotheism and Masculinity**. (Same as **Religion 249**.)]

[**239c. Victorian Genders**. (Same as **English 243** and **Gay and Lesbian Studies 243**.)]

240c. Radical Sensibility. Fall 2009. David Collings.

Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. (Same as **English 235** [formerly **English 240**].)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

243c,d. Central Asia through Film and Literature. Every fall. Fall 2007. Jane Knox-Voina.

Examination of little-known Central Asian peoples of the former Soviet Union and Mongolia, and the unique challenges facing them at the start of the twenty-first century. Studies the history and culture of this transitional zone, which links West and East, Christianity and Islam, Europe and Asia (Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, Tadjikistan, and Mongolia). Includes examples of Central Asian literature and cinema. Special focus on changes in the socio-economic status of women in the region, and the spirituality (shamanism) and cultural traditions of these groups, as well as the environmental and sociopolitical issues facing them. Addresses questions such as how politicization and industrialization affect the belief systems of the indigenous ethnic groups, their rural or subsistence economies, and their attitude toward the environment; and the present and future international significance of this vast, oil-rich area. (Same as **Russian 251**.)

244c. Victorian Crime. Every other year. Spring 2009. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **English 244** and **Gay and Lesbian Studies 244**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2008. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **History 245**.)

[**246b,d. Activist Voices in India**. (Same as **Anthropology 248** and **Asian Studies 248**.)]

247c. Modernism/Modernity. Every other year. Spring 2008. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwen's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *White Writing*. (Same as **English 245** [formerly **English 261**].)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

249c. History of Women's Voices in America. Spring 2008. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **History 249**.)

Prerequisite: One course in history.

[**252c. Victorian Narratives of Empire**. (Same as **English 242** [formerly **English 252**].)]

253b. Constructions of the Body. Spring 2008. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, draws from and compares theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gay and Lesbian Studies 253** and **Sociology 253**.) *Note:* This course is being offered as part of a three-course cluster called **Artworks and Social Change**. The other two courses are **Visual Arts 265, Public Art** and **Visual Arts 380, Photo Seminar**. Attendance is required at a series of lectures by leading artists and scholars who will address this topic. The lectures are scheduled every other week and typically take place on Wednesday evenings.

Prerequisite: **Sociology 101** or **Anthropology 101**.

256c - ESD. Women in Religion. Fall 2007. Elizabeth Pritchard.

An analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism, the goddess movement as alternative society, and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Material drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Religion 253**.)

257c. Classic Twentieth-Century LGBT Cultural Texts. Spring 2008. Mark Foster.

Analyzes some of the most enduring, and in some cases infamous, lesbigay and transgendered cultural texts of the twentieth century. Whether authored by avowed LGBT authors or by non-LGBT cultural producers, such works reflect some of the specific challenges that United States and European writers and others have continued to face in depicting portrayals of same-sex identities and desires that seek to reject totalizing narratives of pathology and criminalization. Possible texts include: *The Well of Loneliness, Death in Venice, Giovanni's Room, The Boys in the Band, The Front Runner, Stone Butch Blues,* Hitchcock's *Rope, The Children's Hour,* "Will and Grace," and "Six Feet Under." (Same as **English 257** and **Gay and Lesbian Studies 257**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

258c - VPA. Women and Art. Fall 2007. Pamela Fletcher.

Considers the role of women as producers, viewers, and subjects of art from the Renaissance to the present. Topics include the tradition of the female nude, the rise of the Academies and their impact on women artists, the role of women as patrons of the arts, the gendered language of art criticism, the emergence of significant numbers of women artists in the twentieth century, and the impact of the women's liberation movement of the 1970s on the art world. (Same as **Art History 256**.)

259c,d - ESD, IP. History of Sexuality, Gender, and the Body in South Asia. Fall 2008. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include: practices of female seclusion; ideas of purity, pollution, and the care of the self; religious renunciation and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Asian Studies 237** and **History 259**.)

260c,d. African American Fiction: (Re)Writing Black Masculinities. Fall 2007. Mark Foster.

Well over a century ago, Frederick Douglass told his white readers: "You have seen how a man was made a slave; you shall see how a slave was made a man." By employing a figure of speech known as chiasmus, Douglass highlights the extent to which African American male identity has historically rested on a troubling paradox: although black and white males share a genital sameness, the former inhabit a culturally subjugated gender identity in a society premised on both white supremacy and patriarchy. By examining a range of United States literary and other popular texts—from Douglass's 1845 narrative, to the 1980s interracial buddy film genre, to contemporary works by black and non-black, as well as by male and female writers—students examine the myriad cultural ramifications of this enduring paradox, including misogyny and homophobia. (Same as **Africana Studies 260** and **English 260**.)

Prerequisite: One first-year seminar or 100-level course in English. Africana studies, or gender and women's studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

261c - ESD. Gender, Film, and Consumer Culture. Fall 2007. Jennifer Scanlon.

How do we spend money, and why? Examines the relationship between gender and consumer culture over the course of the twentieth century. Explores women's and men's relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods.

262c. Drama and Performance in the Twentieth Century and Beyond. Fall 2007. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **English 246** [formerly **English 262**] and **Theater 262**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

[**265b,d. Gender and Family in East Asia**. (Same as **Asian Studies 264** and **Sociology 265**.)]

266c,d - IP. Chinese Women in Fiction and Film. Spring 2009. Shuqin Cui.

Approaches the subject of women and writing in twentieth- and early twenty-first century China from perspectives of gender studies, literary analysis, and visual representations. Considers women writers, filmmakers, and their works in the context of China's social-political history as well as its literary and visual traditions. Focuses on how women writers and directors negotiate gender identity against social-cultural norms. Also constructs a dialogue between Chinese women's works and Western feminist assumptions. (Same as **Asian Studies 266**.)

277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2008. Rachel Ex Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, the course primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Asian Studies 269** and **Economics 277**.)

Prerequisite: **Economics 101** and one of the following college-level statistics courses: **Economics 257**, **Mathematics 155** or **265**, **Psychology 252**, or **Sociology 201**, or permission of the instructor.

291–294. Intermediate Independent Study in Gender and Women's Studies.

301b. Capstone Seminar: Doing Gender Studies: Research Methodologies and Social Change. Spring 2008. Kristen R. Ghodsee.

Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different "tools" of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student's choice. Open to gender and women's studies majors and minors, or with permission of the instructor.

302b. The Economics of the Family. Fall 2008 or Spring 2009. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization. (Same as **Economics 301**.)

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

310c. Gay and Lesbian Cinema. Spring 2008. Tricia Welsch.

Considers both mainstream and independent films made by or about gays and lesbians. Four intensive special topics each semester, which may include classic Hollywood's stereotypes and euphemisms, the power of the box office, coming of age and coming out, the social problem film, key figures, writing history through film, queer theory and queer aesthetics, revelation and revaluations of film over time, autobiography and documentary, the AIDS imperative. Writing intensive; attendance at evening film screenings is required. (Same as **Film Studies 310** and **Gay and Lesbian Studies 310**.)

Prerequisite: One course in film studies or permission of the instructor.

312b. Resistance and Accommodation: Comparative Perspectives on Gender. Fall 2007. Nancy Riley.

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise both from local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them. As part of the course, each student conducts a major research project on an issue of gender. (Same as **Gay and Lesbian Studies 312** and **Sociology 312**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and one of the following: **Sociology 204** (same as **Gender and Women's Studies 204**), **211**, **253** (same as **Gender and Women's Studies 253**), **265** (same as **Asian Studies 264** and **Gender and Women's Studies 265**), **267** (same as **Gender and Women's Studies 267**), **Anthropology 203**, **230**, or **237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**).

320c. Victorian Epics. Fall 2007. Aviva Briefel.

Examines one of the foremost literary forms of the Victorian period: the long novel. By focusing on a few central texts, investigates the ways in which narrative length shapes stories about wide-ranging issues related to nationalism, science, technology, and empire, as well as allegedly "local" issues regarding domesticity, familial relations, personal adornment, and romance. Of central concern is an inquiry into how the long novel weaves narratives about gender into its various plots. Explores recent criticism on the Victorian texts read in the course. Authors may include Charles Dickens, George Eliot, Thomas Hardy, and Anthony Trollope. (Same as **English 320**.)

Prerequisite: One 200-level course in English or permission of the instructor.

[**321c. Victorian Age.** (Same as **History 321.**)]

323c,d. Voices of Women, Voices of the People. Spring 2008. Hanétha Vété-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated—womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation—are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Ba, Animata Sow Fall (Senegal); Maryse Conde, Gisele Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Cesaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haiti). (Same as **French 322.**)

Prerequisite: **French 207** or **208**, and **French 209** or **210**, or permission of the instructor.

346c. Philosophy of Gender: Sex and Love. Fall 2007. Sarah Conly.

Issues of sex and love preoccupy us but may not be well understood. Considers what "counts" as having sex, why that matters, and what it is to love someone. These and other relevant topics are explored through readings and discussion. (Same as **Gay and Lesbian Studies 346** and **Philosophy 346.**)

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880-1989. Spring 2008. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring '20s, the Nazi era, and divided Germany—the course compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. Uses a variety of texts to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed are required. (Same as **Gay and Lesbian Studies 390** and **German 390.**)

401–404. Advanced Independent Study and Honors in Gender and Women's Studies.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in Gender and Women's Studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b,d. Racism. Fall 2007. Roy Partridge.

(Same as **Sociology 10.**)

266c,d. Topics in African American Literature: The Harlem Renaissance. Fall 2007. Elizabeth Muther.

(Same as **English 266.**)

Economics

211b - MCSR. Poverty and Redistribution. Fall 2007. John M. Fitzgerald.

212b - MCSR. Labor and Human Resource Economics. Fall 2008 or Spring 2009. Rachel Ex Connelly.

English

266c,d. Topics in African American Literature: The Harlem Renaissance. Fall 2007. Elizabeth Muther.
(Same as **Africana Studies 266**.)

History

[**21c. Players and Spectators: History, Culture, and Sports**.]

246c - ESD. Women in American History, 1600–1900. Spring 2009. Sarah McMahon.

248c - ESD. Family and Community in American History, 1600-1900. Fall 2007. Sarah McMahon.

Sociology

10b,d. Racism. Fall 2007. Roy Partridge.
(Same as **Africana Studies 10**.)

[**251b. Sociology of Health and Illness**.]

Geology

Associate Professors: Rachel J. Beane, *Chair;* Edward P. Laine, Peter D. Lea
Laboratory Instructors: Cathryn Field, Joanne Urquhart
Department Coordinator: Marjorie Parker

Requirements for the Major in Geology

The major consists of nine courses. Four core courses are required of all majors: **Geology 101**, **202**, **275** or **276**, and **393**. In addition, to experience the breadth of the discipline, one course must be taken from courses emphasizing the solid earth (**220**, **241**, **262**, **265**) and one course must be taken from courses emphasizing oceans and surface processes (**250**, **255**, **267**, **271**, **272**). The three remaining elective courses for the major may be selected from the geology courses offered in the department. Note that: a) **100** or **103**—not both—may be counted toward the three elective courses; b) up to two approved study-away courses may be counted toward the three elective courses; c) all courses to be counted toward the major need to be completed with a C– or better; d) independent study does not normally count toward the major requirements; and e) AP Environmental Science is not accepted toward the major—students may consult the Environmental Studies Program for possible credit. Geology majors are advised that most graduate schools in the earth and environmental sciences require the equivalent of **Chemistry 109**, **Physics 103**, and **Mathematics 171**.

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 209.

Requirements for the Minor in Geology

The minor consists of four courses in geology, including **101**, **202**, **275/276** and one other geology course. All courses to be counted toward the minor need to be completed with a C– or better.

Introductory, Intermediate, and Advanced Courses

100a - INS. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Environmental Studies 100**.)

101a - INS. Investigating Earth. Every fall. The Department.

Dynamic processes, such as earthquakes and volcanoes, shape the earth on which we live. In-class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field trips explore rocks exposed along the Maine coast. By the end of the course, students complete a research project on Casco Bay geology.

103a - INS. Marine Environmental Geology. Every fall. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea-level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. A one-day weekend field excursion is required. (Same as **Environmental Studies 103**.)

202a - INS. Mineralogy. Every spring. The Department.

Mineral chemistry and crystallography are explored through hand specimen identification, optical microscopy, scanning electron microscopy, energy-dispersive spectrometry, and phase diagrams. Emphasis is placed on mineral associations, and on the genesis of minerals in igneous and metamorphic rocks.

Prerequisite: One course in geology or permission of the instructor.

[**205a - INS. Environmental Chemistry**. (Same as **Chemistry 205** and **Environmental Studies 205**.)]

220a - INS. Sedimentary Geology. Every other spring. Spring 2010. Peter Lea.

Survey of earth's depositional systems, both continental and marine, with emphasis on dynamics of sediment transport and interpretation of the depositional environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and tectonic and sea-level controls on large-scale depositional patterns. Weekly lab includes local field trips.

Prerequisite: One course in geology or permission of the instructor.

241a - INS. Structural Geology. Every other fall. Fall 2008. The Department.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. This course examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: **Geology 101** or **202**, or permission of the instructor.

250a - INS. Marine Geology. Every other fall. Fall 2008. Edward Laine.

The geological and geophysical bases of the plate-tectonic model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: One course in geology or permission of the instructor.

[**256a**. **Atmospheric Physics**. (Same as **Environmental Studies 259** and **Physics 256**.)]

262a. **Igneous and Metamorphic Petrology**. Every other fall. Fall 2007. Rachel Beane.

Rocks contain many clues about the processes of their formation. This course uses these clues to explore the processes by which igneous rocks solidify from magma, and metamorphic rocks form in response to pressure, temperature, and chemical changes. Laboratory work emphasizes field observations, microscopic examination of thin sections, and computer-based geochemical modeling. Class projects introduce students to aspects of geologic research.

Prerequisite: **Geology 101** or **202**. Credit for both is recommended.

265a - INS. Geophysics. Spring 2009. Edward Laine.

An introduction to the interior of the earth, the geophysical basis of plate tectonics, and exploration geophysics. Emphasis on seismic methods. A problem-based service-learning course involving work on projects in support of community partners.

Prerequisite: **Mathematics 161** or **Physics 103**, and **Geology 100** (same as **Environmental Studies 100**), **101**, **103** (same as **Environmental Studies 103**), or **Physics 104**.

267a - INS. Coastal Oceanography. Spring 2008. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Environmental Studies 267**.)

Prerequisite: One course in geology or permission of the instructor.

272a. **Glacial Processes and Landforms**. Fall 2007. Peter Lea.

During recent ice ages, glaciers covered a third of the world's land area and had profound impacts on earth's landscapes and climates. Uses lectures, labs, field trips, and reading of the primary literature to examine the controls of current and former glacier distribution and movement, landforms and landscapes of glacial and meltwater systems, and the interaction of glaciers and the earth's climate system.

Prerequisite: One course in geology or permission of the instructor.

275a - MCSR, INS. Groundwater. Spring 2011. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Environmental Studies 275**.)

Prerequisite: One course in geology or permission of the instructor.

276a - MCSR. Watershed Hydrology. Every fall. Fall 2007. Peter Lea.

Everyone lives in a watershed, but how do watersheds function, both naturally and increasingly as impacted by humans? Examines the movement and modification of water through the landscape, emphasizing such topics as natural and human controls of water quality, streamflow generation and surface-groundwater interactions, watershed modeling, and approaches to watershed management. Students perform an integrated investigation of a local watershed, examining natural and human controls on hydrologic processes. (Same as **Environmental Studies 276**.)

Prerequisite: One course in geology or **Biology 158** (same as **Chemistry 105** [formerly **Chemistry 180**] and **Environmental Studies 201**.)

291a–294a. Intermediate Independent Study in Geology. The Department.

357a. The Physics of Climate. Spring 2008. Mark Battle.

A rigorous treatment of the Earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Environmental Studies 357** and **Physics 357**.)

Prerequisite: **Physics 229**, **255**, **256**, or **300**, or permission of the instructor.

393a. Advanced Seminar in Geology. Every spring. Spring 2008. Edward Laine.

Offers students the opportunity to synthesize work done in geology courses, to critically read and discuss articles, to listen to speakers prominent in the discipline, and to write scientific essays. Specific topic varies by year; possible topics include Global Environmental Changes in the Oceans, Estuaries, and Mountain Belts. The topic for Spring 2008 is Glacial Marine Sedimentation. Required for the major in Geology. Open to junior or senior geology majors or minors, or interdisciplinary majors in geology-chemistry and geology-physics. (Same as **Environmental Studies 393**.)

Prerequisite: **Geology 101** and **202**, and **275** or **276**, or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Geology. The Department.

German

Professors: Helen L. Cafferty, *Chair;* Steven R. Cerf
Associate Professor: Birgit Tautz†
Assistant Professor: Jill S. Smith
Teaching Fellow: Nicole Poppenhagen
Department Coordinator: Kate Flaherty

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors, including international careers, and law and graduate school.

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **151**, **154**, **156** and the others from **205–402**. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

German Literature and Culture in English Translation

151c - ESD. The Literary Imagination and the Holocaust. Fall 2007. Steven Cerf.

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism? No knowledge of German is required.

154c - IP, VPA. Laugh and Cry! Post-World War II German Film. Spring 2008. Helen Cafferty.

An examination of cinema in Germany after World War II. Critical reading of representative films from three major periods: the early postwar years, the era of New German Cinema, and the post-unification wave of German popular film. An exploration of how contrasting strategies of representation (e.g., mainstream comedy or realism, documentary, and experimental filmmaking) construct German history and the Nazi past; social criticism in East and West Germany; and national identity, gender, race, and sexuality. Critical film reading and film vocabulary. Filmmakers such as Wicki, Staudte, Käutner, Fassbinder, Herzog, Sanders-Brahms, Beyer, von Trotta, Sander, Wenders, Tykwer, Becker. No knowledge of German is required.

[156c - ESD, VPA. Nazi Cinema.]

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 2007. Jill Smith.

German 101 is the first course in German language and culture and is open to all students without prerequisite. Facilitates an understanding of culture through language. Introduces German history and cultural topics. Three hours per week. Acquisition of four skills: speaking and understanding, reading, and writing. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2008. Steven Cerf.

Continuation of **German 101**. Equivalent of **German 101** is required.

203c. Intermediate German I. Every fall. Fall 2007. Steven Cerf.

Continued emphasis on the understanding of German culture through language. Focus on social and cultural topics through history, literature, politics, popular culture, and the arts. Three hours per week of reading, speaking, and writing. One hour of discussion and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II. Every spring. Spring 2008. Helen Cafferty.

Continuation of **German 203**. Equivalent of **German 203** is required.

205c - IP. Advanced German Texts and Contexts. Every year. Fall 2007. Helen Cafferty.

Designed to explore aspects of German culture in depth, to deepen the understanding of culture through language, and to increase facility in speaking, writing, reading, and comprehension. Topics include post-war and/or post-unification themes in historical and cross-cultural contexts. Particular emphasis on post-1990 German youth culture and language. Includes fiction writing, film, music, and various news media. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz. Equivalent of **German 204** is required.

291c–294c. Intermediate Independent Study in German. The Department.

Literature and Culture Courses

All courses require the equivalent of **German 204**.

308c - IP. Introduction to German Literature and Culture. Every year. Spring 2008. Jill Smith.

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c - IP. German Classicism. Fall 2007. Jill Smith.

Focus on the mid- to late eighteenth century as an age of contradictory impulses (e.g., the youthful revolt of Storm and Stress against the Age of Reason). Examines manifestations of such impulses—e.g., ghosts, love, and other transgressions—in the works of major (e.g., Goethe, Schiller) and less well-known authors (e.g., Karsch, Forster). Investigation of texts in their broader cultural context with appropriate theory.

314c - IP. German Romanticism. Spring 2008. Steven Cerf.

Examines the origins of the German Romantic movement in the first half of the nineteenth century and its impact on German culture (e.g., music and the other arts, philosophy, politics, popular culture, continued legacy of Romanticism in subsequent periods of German culture and literature). Focus on representative authors, genres, and themes such as romantic creativity, genius, horror, and fantasy.

315c - IP. Realism and Revolution in Nineteenth-Century German Literature and Culture. Fall 2008. The Department.

What *is* revolution? What forms has it taken within German-speaking society and culture? Examines a variety of literary, cultural, and social texts from 1830 to 1900 in their broader cultural, artistic, philosophical, and political contexts. Beyond discussing the effects (both positive and negative) of the Industrial Revolution, discusses three other forms of revolution that emerge in nineteenth-century German discourse: (1) political revolution (the formation of German national identity; the rise of the socialist movement); (2) artistic revolution (the search for an artistic direction at the end of the Age of Goethe; the tensions between social realism and romanticism); (3) sexual revolution (scientific interest in "normal" vs. "abnormal" sexual behavior; the advent of the women's movement and the questioning of gender roles). Authors/artists may include Heine, Büchner, Hebbel, Hauptmann, Andreas-Salomé, Fontane, Wagner, Marx and Engels, Bebel, Simmel, Kollwitz, Krafft-Ebing.

316c - IP. German Modernism. Spring 2009.The Department.

Texts by the following German-language modernists are read and analyzed in historical, social, and literary contexts: Kafka, Rilke, Musil, Thomas Mann, Brecht, and Keun. Discusses the extent to which these writers were influenced by Nietzschean, Marxian, and Freudian thought, how and why literary modernism is rooted in urban settings, what narrative modes are used to deal with the interiority of modernist protagonists, and how and why modernism became politicized during the Weimar Republic, as writers witnessed and sought to respond to the rise of Fascism. Relevant films and other contemporary artistic and musical works are considered throughout the semester.

317c - IP. German Literature and Culture since 1945. Fall 2008. The Department.

An exploration of how successive generations have expressed their relationship to the catastrophe of the Nazi past. Examines representative texts of East and West German writers/filmmakers in Cold War and post-unification contexts. A discussion of "Germanness" and German identity from several perspectives, including *Aufarbeitung der Vergangenheit,* the influence of the United States and the Soviet Union, the cultural significance of the American West and American popular culture, gender in the two Germanys, terrorism, and African-German and Turkish-German voices. Grass, Böll, Wolf, Müller, Dörrie, Fassbinder, Brussig, Ayim, Schlink, among others.

321c - IP. Before and After the Wall: East German Traditions in Literature, Culture, and Film. Fall 2007. Helen Cafferty.

Examines the texts and traditions unique to East German culture and identity. Areas of exploration include the historical, political, and social context; the evolution of socialist art and its legacy; socialist interpretations of myth and history; failed revolution; coming of age themes; the socialist fairy tale. Also explores pre- and post-unification discourses on gender, ethnicity, sexuality, and East German identity. Authors/directors may include Brecht, Müller, Wolf, Kohlhaase, Emersleben, Biermann, Braun, Misselwitz, Beyer, Dresen.

390-399. Seminar in Aspects of German Literature and Culture. Every spring.

Work in a specific area of German culture not covered in other departmental courses, e.g., individual authors, movements, genres, cultural influences, and historical periods.

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880-1989. Spring 2008. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring '20s, the Nazi era, and divided Germany—the course compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. Uses a variety of texts to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed are required. (Same as **Gay and Lesbian Studies 390** and **Gender and Women's Studies 390**.)

392c - IP. Das deutsche Lustspiel. Spring 2009. Steven Cerf.

An examination of selected masterworks of the rare and problematic German-language comedy from the Enlightenment to Post-Unification in historical and cultural contexts. Particular attention is paid to the comedic works of Lessing, Kleist, Wagner, Hofmannsthal, Zuckmayer, Dürrenmatt and Levy. Three questions are posed: (1) Why are there so few German literary comedies? (2) How did German comedic writers—with their attention to psychological, historical, and sociological detail—form their own tradition in which they responded to each other over two centuries? (3) To what extent did writers from other cultures inspire German comedic playwrights? In addition to a close reading of texts, filmed stage productions and cinematic adaptations are examined.

394c - IP. Contested Discourse: German Popular Film since Unification. Spring 2010. Helen Cafferty.

Since the fall of the Berlin wall in 1989, a new generation of filmmakers has emerged; the art house film of New German Cinema has given way to a German popular film that has increasingly contested contemporary political, social, and cultural issues. These include contemporary modes of *Vergangenheitsaufarbeitung* with regard to World War II and the Holocaust; East-West perspectives on history and German identity; *Ostalgie* and *Westalgie;* the role of Berlin as a hot spot for contested discourse; and constructions of sexuality, race, ethnicity, and gender. Emphasis on the historical and cultural context of post-unification film as well as critical film-reading and vocabulary. Consideration of popular genre strategies such as comedy, action, thriller, and melodrama, as well as the genesis of individual films. Directors/films may include: Färberbock, *Aimee und Jaguar;* Link, *Nirgendwo in Afrika*; Dorrie, *Keiner liebt mich*; Sanoussi-Bliss, *Zurück auf los;* Tykwer, *Lola rennt;* Dresen, *Nachtgestalten;* Haußmann, *Sonnenallee;* Becker, *Good Bye Lenin!*; Schlöndorff, *Die Stille nach dem Schuss*; Henckel von Donnersmarck, *Das Leben der anderen*; Akin, *Gegen die Wand*.

395c - IP. Myths, Modernity, Media. Spring 2011. Birgit Tautz.

Explores the important role that myths have played in German cultural history. While founding myths of Germanic culture (e.g. *Nibelungen*) are considered, the course focuses especially on myth in relation to fairy tales, legends (including urban legends of the twentieth century), and borderline genres and motifs (e.g. vampires, witches, automatons), as well as on questions of mythmaking. Examines why modern culture of the twentieth and twenty-first centuries, which seemingly neglects or overcomes myths, heavily engages in mythicization of ideas (e.g. gender roles, the unnatural) and popularizes myths through modern media (film, television, the internet), locations (e.g. cities) and transnational exchange (Disney; the myth of "the Orient"). Aside from short analytical or interpretive papers aimed at developing critical language skills, students may pursue a creative project (performance of a mythical character, design of a scholarly webpage, writing of a modern fairy tale).

[396c - IP. Vienna, 1890-1914.]

[398c,d - IP. Colors: Signs of Ethnic Difference 1800/1900/2000.]

401c–404c. Advanced Independent Study and Honors in German. THE DEPARTMENT.

Government and Legal Studies

Professors: Paul Franco†, Janet M. Martin*, Richard E. Morgan, Christian P. Potholm, Allen L. Springer, Jean M. Yarbrough, *Chair*
Assistant Professors: Laura A. Henry†, Michael M. Franz, Shelley M. Deane
Visiting Assistant Professors: Thomas E. Schneider, Nicholas H. Toloudis
Visiting Instructor: Jeffrey S. Selinger
Joint Appointments with Asian Studies: Associate Professor Henry C. W. Laurence†, Assistant Professor Lance L. P. Guo
Joint Appointment with Environmental Studies: Senior Lecturer DeWitt John
Adjunct Lecturer: John F. Bauman
Department Coordinator: Lynne P. Atkinson

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 11**, **13**, **15**, **16**, **21**, **25**, **150**, **201**, **202**, **203**, **204**, **205**, **208**, **209**, **210**, **211**, **212**, **213**, **215**, **216**, **217**, **255**, **302**, **303**, **304**, **306**, **307**, **308**, and **309**.

Comparative politics: **Government 14**, **19**, **120**, **221**, **222**, **223**, **224**, **225**, **226**, **227**, **228**, **229**, **230**, **231**, **232**, **233**, **234**, **236**, **237**, **238**, **268**, **284**, **321**, **322**, **324**, **330**, **332**, **333**, **335**, **337**, **362**, and **365**.

Political theory: **Government 12**, **17**, **22**, **24**, **26**, **28**, **29**, **240**, **241**, **242**, **243**, **244**, **245**, **246**, **248**, **249**, **250**, **341**, **345**, **346**, and **347**.

International relations: **Government 10**, **11**, **14**, **18**, **20**, **160**, **225**, **226**, **228**, **233**, **236**, **238**, **260**, **263**, **265**, **266**, **267**, **268**, **270**, **274**, **281**, **282**, **284**, **302**, **321**, **330**, **335**, **337**, **361**, **362**, **363**, **365**, **366**, and **367**.

Every major is expected to complete an area of concentration in one of these fields. The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.

2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.

3. **Government 214, 219, 239, 262, 264, Environmental Studies 240**, while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the total number of courses required for the major or minor.

4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.

5. To fulfill the major/minor requirements, a grade of C- or better must be earned in a course. Courses taken on a Credit/D/Fail basis may not be used to fulfill major/minor requirements.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 153–54.

10b. The Pursuit of Peace. Fall 2007. Allen L. Springer.

11b. The Korean War. Fall 2007. Christian P. Potholm.

[**12b. Becoming Modern**.]

[**14b. Democracy and Democratization**.]

[**19b,d. East Asian Politics: Introductory Seminar**. (Same as **Asian Studies 19**.)]

[**21b. Citizenship and Representation in American Politics**.]

24b. Political Theory and Utopia. Fall 2007. Thomas E. Schneider.

[**25b. American Politics: Representation, Participation, and Power**.]

26b. Fundamental Questions: Exercises in Political Theory. Fall 2007. Jean M. Yarbrough.

[**28b Human Being and Citizen**.]

Introductory Lectures

These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

120b. Introduction to Comparative Government. Fall 2007. Nicholas H. Toloudis.

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. Begins by examining foundational texts, including works by Marx, Smith, and Weber. Surveys subfields within comparative politics (the state, regime types, nations and nationalism, party systems, development, and civil society) to familiarize students with major debates and questions.

150b. Introduction to American Government. Fall 2007. Jeffrey S. Selinger. Spring 2008. Michael M. Franz.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Spring 2008. Shelley M. Deane.

Provides a broad introduction to the study of international relations. Designed to strike a balance between empirical and historical knowledge on the one hand, and theoretical understanding on the other. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions regarding any prerequisites.

201b. Law and Society. Spring 2008. Richard E. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

202b. The American Presidency. Spring 2008. Janet M. Martin.

An examination of the presidency in the American political system, including the "road to the White House" (party nomination process and role of the electoral college), advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House. Drawing upon the instructor's own research and a growing body of literature in this area, the role of women as advisors within the White House and Executive branch, and influence of outside groups on the White House's consideration of "women's issues," especially since 1960, are also topics of discussion.

203b. American Political Parties. Fall 2007. Jeffrey S. Selinger.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which many characterize as an era of ideologically polarized parties. Explores and challenges this conventional wisdom.

[**204b. Congress and the Policy Process**.]

205b. Campaigns and Elections. Fall 2007. Michael M. Franz.

Introduces current theories and controversies concerning political campaigns and elections in the United States. Takes advantage of the fact that the class meets during the run-up to the 2008 presidential primary season. The primary goal is to use concepts from the political science literature on elections to develop insight into the battle over control of Congress and the White House. Readings are organized around two themes. First, students are expected to follow journalistic accounts of the fall campaigns closely. A second set of readings introduces political science literature on campaigns and elections. These readings touch upon a wide range of themes, including presidential primaries, campaign finance, voting behavior, polling, media strategy, incumbency and coattail effects, the Electoral College, and trends in partisan realignment.

[**208b. Mass Media and American Politics**.]

209b. Introduction to Political Behavior. Fall 2007. Michael M. Franz.

Examines the political behavior of ordinary citizens. Begins with a broad focus on the importance of citizen participation in a democracy, and the debate over how much or how little participation is best. Examines the reasons for citizen (non)participation, and focuses on the effects of campaigns and social capital on different forms of participation.

210b. Constitutional Law I. Every fall. Fall 2007. Richard E. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2008. Richard E. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210**.

214b. Environmental Policy and Politics. Every year. Fall 2007. DeWitt John.

Examines alternative ways to protect our environment. Analyzes environmental policies and the regulatory regime that has developed in the United States; new approaches such as free-market environmentalism, civic environmentalism, environmental justice, sustainable development; and environmental policies and politics in other countries, especially China. (Same as **Environmental Studies 202**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

215b. Urban Politics. Fall 2007. John F. Bauman.

Explores American urban politics from the roots of urban political discourse and culture in the Medieval urban world to the modern urban politics of so-called global cities. Examines the evolution of urban political thought and culture, colonial-American urban politics, the nineteenth-century urban "boss" politics of New York's William Marcy Tweed, and the twentieth-century urban "boss" politics of Chicago's Richard Daley. Analyzes progressive urban reform; the concepts of urban elites and modern pro-growth politics; the impact of suburban decentralization and individuation; and the role of race, class, and gender in shaping and molding modern urban politics.

216b. Maine Politics. Every fall. Fall 2007. Christian P. Potholm.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree state. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

219c. Education and Law. Every other year. Fall 2007. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Education 250**.)

[**221b. Division and Consensus: The Government and Politics of Ireland**.]

223b. The Political Economy of Welfare States in Western Europe. Spring 2008. Nicholas H. Toloudis.

Examines the "golden age" of postwar European capitalism, with a particular focus on the foundations and development of the Keynesian welfare state. Includes analyses of Keynesian economic theory, health care and employment policy, the interaction between welfare states and party systems, and the social and financial crises of welfare states over the past few decades. Also looks in some detail at the welfare states of particular European countries, including Britain, France, and Italy.

Prerequisite: **Government 120**, **224**, **225**, or **265**.

224b. West European Politics. Fall 2007. Nicholas H. Toloudis.

Analyzes the dynamics of West European political systems, including the varieties of parliamentary and electoral systems, the formation of governments and lawmaking, and executive-legislative-judicial relations. Addresses contemporary political challenges in Britain, France, Germany, and other states, considering topics such as institutional reform, welfare state policies, economic growth and unemployment, immigration, relations with the United States and other foreign policy concerns. The European Union is not examined in this course, as it is a separate course, **Government 225: The Politics of the European Union**.

[**225b - IP. The Politics of the European Union**.]

226b,d. Middle East Politics. Fall 2007. Shelley M. Deane.

Provides an introduction to the politics of the Middle East region. Begins with a brief overview of the history of the region, focusing on the period since the end of World War I and the collapse of the Ottoman Empire. Proceeds to examine a number of topics of importance in the contemporary politics of the region. Some of the major topics addressed are colonialism and its legacy; nationalism; religion and politics; authoritarianism, democratization, and civil society; politics of women and gender; ethnicity and sectarianism; regional security and the role of outside powers. Presupposes no previous knowledge of the region.

227b,d - IP. Contemporary Chinese Politics. Fall 2007. Lance Guo.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Asian Studies 227**.)

228b,d - IP. Chinese Foreign Policy. Spring 2008. Lance Guo.

An analytic survey of the historical evolution of China's foreign relations since 1949. Emphasis is on China's evolving strategic thinking in the context of its rapid economic ascendance and increasing global influence. Topics include cultural and historical factors shaping Chinese foreign policy and strategic thinking; the actors, institutions, and processes of foreign policy making; national interests and the internationalization of China; Sino-United States relations; the resurgent nationalism; China's role in the Asia-Pacific regionalism; the key security and foreign policy issues such as Taiwan and North Korea, etc. (Same as **Asian Studies 228**.)

229b,d - IP. Politics and Societies in Southeast Asia. Fall 2007. Lance Guo.

A survey of the political landscape and trends of change in tropical Southeast Asia and an investigation of the fundamental driving forces of changes in this region of rich diversity in culture, religion, ethnicity, mystic beliefs, and political traditions. Topics include nation building and the role of colonial history in it; regime legitimacy; political protests (often spearheaded by college students); armed insurgence and nationalism; the different responses to modernization; the causes and consequences of rapid economic growth; the clash between human rights, democracy, and indigenous traditions. (Same as **Asian Studies 229**.)

[**230b. Post-Communist Russian Politics and Society**.]

[**232b,d - ESD, IP. Japanese Politics and Society**. (Same as **Asian Studies 282**.)]

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2008. Christian P. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

[**239b. Comparative Constitutional Law**.]

240b. Classical Political Philosophy. Fall 2007. Jean M. Yarbrough.

A survey of classical political philosophy focusing on Plato's *Apology* and *Republic*, Aristotle's *Politics* and *Nicomachean Ethics*, and St. Augustine's *City of God*. The course examines ancient Greek and early Christian reflections on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, democracy, education, and religion.

241b. Modern Political Philosophy. Spring 2008. Thomas E. Schneider.

A survey of modern political philosophy from Machiavelli to Hegel. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, and Hegel.

[**242b. Politics and Culture**.]

244b. Liberalism and Its Critics. Fall 2007. Thomas E. Schneider.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the nineteenth century. Authors include Burke, Tocqueville, Mill, Marx, and Nietzsche.

[**245b. Contemporary Political Philosophy**.]

[**246b. Religion and Politics**. (Same as **Religion 246**.)]

248b. Statesmanship, Ancient and Modern. Spring 2008. Thomas E. Schneider.

Statesmanship, or the absence of it, is an essential feature of political life. But what qualities distinguish a statesman—*politikos*, one skilled in politics—from a "leader of the people" (*demagogos*) on one hand, and an arbitrary ruler (*tyrannos*) on the other? As *politics*, *demagoguery*, and *tyranny* are Greek terms, the course begins with a consideration of political life in classical Greece, before going on to consider examples of statesmanship from American history. Examines the careers of actual statesmen (Pericles, Washington, Lincoln) and writings by authors who have given special attention to what statesmen do (Thucydides, Xenophon, and recent authors).

[**249b. Eros and Politics**.]

250b. American Political Thought. Spring 2008. Jean M. Yarbrough.

Examines the political thought of American statesmen and writers from the founding to the twentieth century, with special emphasis on three pivotal moments: the Founding, the Crisis of the House Divided, and the growth of the modern welfare state. Readings include the *Federalist Papers*, the Anti-federalists, Jefferson and Hamilton, Calhoun, Lincoln, Frederick Douglass, W. E. B. Du Bois, Booker T. Washington, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and contemporary thinkers on both the right and the left.

[**255b. Quantitative Analysis in Political Science**.]

260b. International Law. Fall 2007. Allen L. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

[**263b. International Environmental Policy**. (Same as **Environmental Studies 263**.)]

264b. Energy, Climate, and Air Quality. Spring 2008. DeWitt John.

Examines how the federal government in the United States, as well as states, communities, businesses, and nonprofits, can address climate change and energy issues. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. (Same as **Environmental Studies 264**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

[**265b**. **International Political Economy**.]

267b,d. **International Relations in East Asia**. Fall 2008. Lance Guo.

Examines international relations in East Asia from a regional perspective, while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies; nationalism and politics of economic development; flash points in the region such as Korea, Taiwan, the South China Sea and the associated foreign policy issues; and broad trends and recent developments in the areas of trade, investment, and regional integration. (Same as **Asian Studies 267**.)

268b. **Bridging Divisions: Ethnonational Conflict Regulation**. Fall 2007. Shelley M. Deane.

Aims to consider the devices used for the regulation of national and ethnic conflicts. Seeks to provide students with an understanding of the tools available to states and policymakers to regulate conflict through an examination of divided territories and societies such as Yugoslavia, Northern Ireland, Israel-Palestine, Cyprus, and Rwanda. Considers the definitional and theoretical controversies associated with the conflict regulation and resolution literature.

270b. **United States Foreign Policy**. Spring 2008. Allen L. Springer.

Examines the development and conduct of United States foreign policy. Analyzes the impact of intragovernmental rivalries, the media, public opinion, and interest groups on the policy-making process, and provides case studies of contemporary foreign policy issues.

[**281b**. **Governing the World: International Organizations in World Politics**.]

[**282b**. **Globalization and World Politics**.]

291b–294b. **Intermediate Independent Study in Government**. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

303b. **The Law and Politics of Freedom of Speech**. Fall 2007. Richard E. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other polities as the subject of their seminar papers.

308b. **Money and Politics**. Spring 2008. Michael M. Franz.

Considers the historical and contemporary relationship between money and government. In what ways have moneyed interests always had distinctive influences on American politics? Does this threaten the vibrancy of our representative democracy? Are recent controversies over campaign finance reform and lobbying reform signs that American government is in trouble? Reading-, writing-, and discussion-intensive, considers the large academic literature on this subject, as well as the reflections of journalists and political practitioners, with the overall goal of understanding the money/politics relationship in ways that facilitate the evaluation of American democracy.

309b. Public Policy and American Political Development. Spring 2008. Jeffrey S. Selinger.

How is public policy in the United States shaped by the political process? How does public policy and state-building define the contours of American politics? Examines the qualitative differences between redistributive, regulatory, and "patronage" policy, and evaluates the impact of public policy on American political development. Readings trace the history of policy-making in the United States with a special focus on the development of the welfare state, changing patterns of governmental regulation, and the emergence of a "modern" bureaucratic establishment. Readings also raise questions about how these and other developments have shaped America's liberal democratic values and transformed its political institutions.

[321b. Social Protest and Political Change.]

322b. Contentious Politics. Spring 2008. Nicholas H. Toloudis.

Examines theories and cases of contentious politics, those forms of collective action in which actors make claims bearing on someone else's interests, leading to coordinated action on the part of those interests. Includes theoretical analysis of social movements, "subaltern" movements, collective violence, and explanatory techniques for analyzing all of the above. Case studies include twentieth-century American civil rights activists, nineteenth-century British and German textile workers, and eighteenth-century French pornographers.

[324b. Post-Communist Pathways.]

330b. Ending Civil Wars. Spring 2008. Shelley M. Deane.

Considers the means and mechanisms adopted to end civil wars. Examines the nature of negotiated settlements. As wars end, peace settlements are varied and complex, often negotiated and agreed, sometimes imposed. Considers associated issues of insecurity, the nature of the settlement reached, the problems of implementation, and third party intervention, along with the dilemmas associated with peacekeeping and enforcement. The transition from war to settlement implementation is considered theoretically and empirically. Historical and contemporary civil wars selected from every continent illuminate the theoretical imperatives associated with implementing peace agreements.

332b,d. Advanced Seminar in Japanese Politics. Spring 2009. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining, among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Asian Studies 332**.)

Prerequisite: **Government 232** (same as **Asian studies 282**).

333b,d. Advanced Seminar in Chinese Politics. Spring 2008. Lance Guo.

Seeks to understand political change caused by China's rapid economic ascendance and growing global influence by exploring the various underlying driving forces—marketization, globalization, etc, and how these are reshaping the socioeconomic foundation of the party-state, forcing changes in the governance structure and the ways power is contested and redistributed. The main theme varies each year to reflect important recent developments, e.g., elite politics, the transformation of the communist party, role of the military, political economy of development, the re-emerging class structure, etc. (Same as **Asian Studies 333**.)

335b,d. Advanced Seminar on East Asia. Spring 2009. Lance Guo.

Systematically explores the relationship between politics (institutions, processes, policies, etc.) and economic performance. Also ventures into a wider range of theoretical and substantive issues in the realms of culture, society, and political philosophy. While the theoretical questions and their policy implications are universally relevant, attention is directed mainly to the Asian Pacific (East Asia broadly construed) in a dialogue with Western liberalism. The purpose is to understand the possible combinations of political and economic factors in explaining the successes or failures of economic development around the world. (Same as **Asian Studies 335**.)

337b,d. Advanced Seminar in Democracy and Development in Asia. Fall 2009. Henry C. W. Laurence.

Examines development from a variety of political, economic, moral, and cultural perspectives. Is democracy a luxury that poor countries cannot afford? Are authoritarian governments better at promoting economic growth than democracies? Does prosperity lead to democratization? Are democratic values and human rights universal, or culturally specific? Emphasis on Japan, China, India, and the Koreas. (Same as **Asian Studies 337**.)

341b. Advanced Seminar in Political Theory: Tocqueville. Spring 2008. Jean M. Yarbrough.

More than 150 years after its publication, *Democracy in America* remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

[**346b. Nietzsche**.]

[**347b. The Idea of Progress in American Political Thought**.]

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 2008. Christian P. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2008. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Environmental Studies 363**.)

Prerequisite: **Government 260**, **261**, or **263**, or permission of the instructor.

[**367b. Activists, Terrorists and Stockbrokers: Non-State Actors and the Changing International System**.]

401b–404b. Advanced Independent Study and Honors in Government. The Department.

History

Professors: Daniel Levine, Allen Wells*
Associate Professors: Paul Friedland, K. Page Herrlinger, Sarah F. McMahon, *Chair;*
Patrick J. Rael, Susan L. Tananbaum
Assistant Professors: Dallas G. Denery II, David Gordon
Visiting Assistant Professor: David Hecht
Visiting Instructor: Sarah R. Sarzynski
Joint Appointments with Asian Studies: Professor Kidder Smith, Jr.,
Associate Professor Thomas Conlan†, Assistant Professor Rachel L. Sturman†,
Visiting Assistant Professor Mitchell Numark
Joint Appointments with Environmental Studies: Assistant Professor Connie Y. Chiang,
Assistant Professor Matthew Klingle
Department Coordinator: Josephine C. Johnson

Requirements for the Major in History

The departmental offerings are divided into the following fields: Africa, East Asia, Europe, Latin America, South Asia, and the United States. Students may, with departmental approval, define fields that differ from those specified above.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which at least four and no more than five courses are taken. No more than five courses in any region will count toward the major. At least one of the courses in the field of concentration must be a 300-level seminar or a 400-level advanced independent study taken at Bowdoin.
2. One intermediate seminar in any field of history, to be taken at Bowdoin, preferably by the end of the sophomore year. It is recommended that students complete at least one 200-level course prior to taking an intermediate seminar.
3. At least three courses taken from two of the following fields: Africa, East Asia, Latin America, or South Asia.
4. One pre-modern course.
5. No more than two courses numbered below 200 can be counted toward the major; these must be taken prior to the junior year. No more than one such course can count toward the field of concentration.
6. Students must obtain a minimum course grade of C- to receive credit toward the major.
7. Students may not count Credit/D/Fail courses toward the major.
8. Students participating in off-campus study may count no more than one history course per semester toward the history major. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin can count toward the history major, but no more than two can count toward the field of concentration.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors are required to enroll in at least one semester of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major. Students may not count Credit/D/Fail courses toward the minor. Students participating in off-campus study may count no more than two history courses toward the history minor. This must be approved by a departmental advisor.

Curriculum

Although **first-year seminars and 100-level courses** are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered 200–289.

Intermediate seminars, listed beginning on page 200, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 204, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 147–57.

[**10c Monsters, Marvels, and Messiahs: Europe during the Age of Discovery**.]

[**11c Memoirs and Memory in American History**.]

12c Utopia: Intentional Communities in America, 1630–1997. Fall 2008. Sarah McMahon.

[**13c,d Living in the Sixteenth Century**. (Same as **Asian Studies 11**.)]

14c. The Atomic Bomb and American Society. Fall 2007. David Hecht.

16c,d. From Montezuma to Bin Laden: Globalization and Its Critics. Fall 2007. David Gordon.
(Same as **Africana Studies 16**.)

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2007. Susan L. Tananbaum.
(Same as **Gender and Women's Studies 20**.)

[**21c. Players and Spectators: History, Culture, and Sports**.]

23c,d. Voices of the Excluded: Latin American History through Testimonials. Fall 2007. Sarah Sarzynski.
(Same as **Latin American Studies 23**.)

[**25c. The Civil War in Film**. (Same as **Africana Studies 25**.)]

[**28c,d. Seekers' Lives**. (Same as **Asian Studies 28**.)]

29c,d. The Jewish Diaspora: Unity and Diversity. Fall 2007. Mitch Numark.
(Same as **Asian Studies 29**.)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **210**, **212**, **217**, **222**, **226**, **235**, **238**, **247**, **249**, **250**, **253**, **254**, **259**, **260**, **269**, **281**, **285**, **286**, **287**, and **288**, and advanced problems courses, see pages 200–205.

60c. Introduction to Historical Writing. Spring 2008. Patrick Rael.

Focuses on skills necessary for analytic and critical writing, with special attention to drafting and revision of student essays. Provides practice in basic research and analytical skills required for working in history (and to a lesser degree other social sciences and humanities), and addresses basic grammar problems frequently encountered in college-level essays. Does not count toward the major or minor in history.

[**125c. Entering Modernity: European Jewry**. (Same as **Religion 125**.)]

139c. The Civil War Era. Fall 2007. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **Africana Studies 139**.)

140c,d. War and Society. Fall 2008. Patrick Rael.

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class.

142c. The United States Since 1945. Spring 2008. Dan Levine.

Consideration of social, intellectual, political, and international history. Topics include the Cold War; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian, or anti-Keynesian economic policies; and the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice.

201c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Every other spring. Spring 2008. Robert Sobak.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **Classics 211**.)

202c. Ancient Rome. Every other spring. Spring 2009. Robert Sobak.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **Classics 212**.)

204c. Science, Magic, and Religion. Spring 2008. Dallas Denery.

Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. (Same as **Religion 204**.)

206c - ESD. Early Modern Europe. Fall 2007. Dallas Denery.

A survey of European culture and society from the later Middle Ages to the origins of the Enlightenment. Topics include the Renaissance, Reformation, and Scientific Revolution.

207c - ESD. Medieval Europe. Fall 2008. Dallas Denery.

Examines the social, cultural, religious, and economic development of medieval Europe from the origins of Christianity to the beginnings of the Protestant Reformation. Particular attention is paid to the varying relations between church and state, the birth of urban culture and economy, institutional and popular religious movements, and the early formation of nation states.

216c. The French Revolution. Fall 2007. Paul Friedland.

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. After a brief overview of the old regime, focus of the course turns to exploration of the politics of the Revolution, as well as Revolutionary culture in general (the arts, theater, songs, fashion, the cult for the guillotine, and attitudes towards race and gender). Uses texts and images produced by the Revolutionaries themselves whenever possible.

219c. Russia's Twentieth Century: Revolution and Beyond. Spring 2008. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from the Revolutions of 1917 through the fall of the Soviet Empire in 1991. Topics include the building of socialist society under Lenin and Stalin, the political Terror of the 1930s and the expansion of the Gulag system, the experience of World War II, Soviet influence in Central Asia and Eastern Europe, attempts at de-Stalinization under Khrushchev, everyday life under "developed socialism," the period of "glasnost" and "perestroika" under Gorbachev, and the problems of de-Sovietization in the early 1990s.

221c. History of England, 1485–1688. Spring 2008. Susan L. Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics to be considered include the Tudor and Stuart Monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

[**223c. Modern Britain, 1837 to the 1990s**.]

224c. The Modern Middle East: The Palestinian-Israeli Conflict. Fall 2007. Susan L. Tananbaum.

A historical overview of the Middle East during the nineteenth and twentieth centuries. Focuses on the disintegration of the Ottoman Empire, the role of Islam, British rule in the region, Palestine, Jewish and Arab nationalism, the *intifada*, and ends with a brief review of contemporary issues.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 2009. Jill Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **Environmental Studies 227**.)

230c - ESD. Science and Race in Modern America. Spring 2008. David Hecht.

Explores the myriad ways that science has been used to construct, reinforce, or challenge notions of "race" in twentieth-century United States politics and culture. Since racial categories and divisions have been popularly presumed to have scientific basis, the politics of "race" cannot be understood apart from the histories of biology, genetics, and medicine. Examines a number of seminal moments in twentieth-century history—such as eugenics, intelligence testing, the Tuskegee Syphilis Study, the Bell Curve controversy, Nazi race science, and genetic engineering—to explore the variety of ways in which science variously mediated, supported, or questioned debates over race in twentieth-century America. (Same as **Africana Studies 229**.)

231c - ESD. Social History of Colonial America, 1607–1763. Spring 2008. Sarah McMahon.

A social history of the founding and growth of the colonies in British North America. Explores the difficulties of creating a new society, economy, polity, and culture in an unfamiliar and already inhabited environment; the effects of diverse and often conflicting goals and expectations on the early settlement and development of the colonies; the gradual adaptations and changes in European, Native American, and African cultures, and their separate, combined, and often contested contributions to a new "provincial," increasingly stratified (both socially and economically), and regionally disparate culture; and the later problems of maturity and stability as the thirteen colonies began to outgrow the British imperial system and become a new "American" society.

[**232c - ESD. History of the American West**. (Same as **Environmental Studies 232**.)]

233c - ESD. American Society in the New Nation, 1763-1840. Fall 2008. Sarah McMahon.

A social history of the United States from the Revolution to the Age of Jackson. Topics include the various social, economic, cultural, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the political shape of the new republic; the emergence of and contest over a new social and cultural order and the nature of American "identity"; and the diverging social, economic, and political histories of regions (North, South, and trans-Appalachian West) and peoples in the early to mid-nineteenth century. Topics include urbanization, industrialization, and the development of new forms of social organization in the North; religion and the Second Great Awakening; the westward expansion of the nation into areas already occupied; the southern plantation economy and slave communities; and the growth of the reform impulse in Jacksonian America.

234c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Spring 2008. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. In the second part, explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention is paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **Gender and Women's Studies 235**.)

236c,d - ESD. The History of African Americans, 1619-1865. Spring 2008. Spring 2009. Patrick Rael

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **Africana Studies 236**.)

[**237c,d - ESD. The History of African Americans from 1865 to the Present**. (Same as **Africana Studies 237**.)]

242c - ESD. Environment and Culture in North American History. Every year. Spring 2008. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **Environmental Studies 203**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

244c - VPA. City, Anti-City, and Utopia: Building Urban America. Fall 2007. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244**.)

245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2008. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **Gender and Women's Studies 245**.)

246c - ESD. Women in American History, 1600–1900. Spring 2009. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism.

Note: This course counts toward the major and minor in gender and women's studies.

248c - ESD. Family and Community in American History, 1600-1900. Fall 2007. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization.

Note: This course counts toward the major and minor in gender and women's studies.

252c,d. Colonial Latin America. Fall 2008. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **Latin American Studies 252**.)

255c,d. Modern Latin America. Fall 2007. Sarah Sarzynski.

An introductory survey of the history of Latin America from the era of independence (c. 1800–1825) through the present day. Recurrent themes include colonialism and independence, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and United States-Latin American relations. The course is divided in four main themes: Independence and Liberalism; Race, Slavery, and War; Populism and Nationalism; and the Cold War. Focuses on the negotiations and struggles for power between elite and popular groups as the catalyst that drove major historical change in Latin America from the nineteenth century to the present day. (Same as **Latin American Studies 255**.)

256c,d - IP. Environment and Society in Latin America. Spring 2009. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **Environmental Studies 256** and **Latin American Studies 256**.)

[**258c,d. Latin American Revolutions**. (Same as **Latin American Studies 258**.)]

261c,d - ESD, IP. Modern South Asia. Fall 2007. Mitch Numark.

Chronological and thematic introduction to the history of South Asia from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, religious fundamentalisms, democracy, and inequality that have shaped post-colonial South Asian societies. (Same as **Asian Studies 256**.)

262c,d - ESD, IP. Africa and the Atlantic World, 1400–1880. Fall 2007. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **Africana Studies 262**.)

[**263c,d**. **Politics and Popular Culture in Twentieth-Century India**. (Same as **Asian Studies 258**.)]

264c,d - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2008. David Gordon.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. (Same as **Africana Studies 264**.)

[**265c,d - IP. Africa and the Indian Ocean World**. (Same as **Africana Studies 265**.)]

266c,d. History of Mexico. Spring 2008. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics to be examined include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **Latin American Studies 266**.)

268c,d - ESD. Asian American History, 1850-Present. Fall 2007. Connie Chiang.

Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films.

270c,d - IP. Chinese Thought in the Classical Period. Fall 2007. Kidder Smith.

An introduction to the competing schools of Chinese thought in the time of Confucius and his successors. (Same as **Asian Studies 270**.)

[**273c,d. A Social History of Shamanism in East Asia**. (Same as **Asian Studies 273**.)]

[**274c,d - IP. Chinese Poetry and Society**. (Same as **Asian Studies 274**.)]

[**275c,d - ESD, IP. Modern China**. (Same as **Asian Studies 275**.)]

276c,d - IP. A History of Tibet. Spring 2008. Kidder Smith.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **Asian Studies 276**.)

277c. Trials of the Twentieth Century. Fall 2007. David Hecht.

Uses controversial legal cases to explore changing notions of justice, rights, and equality in twentieth-century America. Focuses on issues of race, class, science, Cold War politics, and foreign policy. Trials discussed include Sacco & Vanzetti, the Scopes Monkey Trial, the Rosenberg spy case, Watergate, and O. J. Simpson. Uses a variety of primary and secondary sources, such as trial transcripts, news coverage, memoirs, film, and literature.

279c,d. India to 1707: History of Traditional India. Spring 2008. Mitch Numark.

Examines the history of the Indian subcontinent, primarily from cultural and intellectual viewpoints, beginning with its earliest roots and concluding in 1707 with the decline of the Mughal Empire. Emphasis is placed on the development of indigenous ways of looking at the world and the expression of those worldviews in the religions called Hinduism, Jainism, and Buddhism. Explores the conquest of the area by Muslims and their interaction with Hindu India, with particular stress on the period of the Great Mughals (1526–1707). Readings will be largely primary sources in translation. (Same as **Asian Studies 251**.)

[**280c,d - ESD, IP. Imperialism, Nationalism, Human Rights**. (Same as **Asian Studies 230**.)]

282c,d - ESD, IP. India and the Indian Ocean World. Fall 2008. Rachel Sturman.

Explores the vibrant social world created by movements of people, commodities, and ideas across the contemporary regions of the Middle East, East Africa, and South and Southeast Asia from the early spread of Islam to the eighteenth century. Key topics include the formation of communities, pre-modern material cultures, the meanings of conversion and religious change, and the production and transformation of systems of knowledge and modes of social relations in the era before the rise of European colonialism. (Same as **Asian Studies 236**.)

283c,d - ESD, IP. The Origins of Japanese Culture and Civilization. Fall 2008 and Fall 2009. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283**.)

284c,d - ESD, IP. The Emergence of Modern Japan. Spring 2009 and Spring 2010. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars, and ultimately, the post-war recovery. (Same as **Asian Studies 284**.)

[**289c. Home: History, Culture, and Design of Housing in North America**. (Same as **Environmental Studies 340**.)]

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

203c,d. Religion and Modernity in South Asia and the Middle East. Spring 2008. Mitch Numark.

Seminar. Examines the concepts of "religion" and the "religions" and their relationship to Christianity, Islam, and modernity. Focuses on the application and translation of the ideas of "religion" and the "religions" in the South Asian subcontinent. The Middle East is also explored. In particular, explores how the "religions" of South Asia (e.g., Hinduism, Buddhism, Sikhism, Islam, Christianity, Zoroastrianism, and Judaism) were discovered, understood, contested, transformed, and institutionalized by colonial experience and the demands of modernity. (Same as **Asian Studies 203**.)

208c. The History of History. Spring 2008. Dallas Denery.

Seminar. What is history and how do we come to know it? Does history follow a plan and, if so, what sort of plan? Examines the practice of historical inquiry from the ancient world to Marx, with particular emphasis on the way in which religious thought has shaped conceptions of history. Topics include apocalyptic history, conspiracy theory, and bad history.

Prerequisite: One course in history.

209c. Cultures of Deception: The Court in European History. Fall 2007. Dallas Denery.

Seminar. Often looked upon as the source of European (indeed, Western) notions of civility and etiquette, the court was also a place of intrigue, gratuitous backstabbing, and grand deception. Examines the Roman origins of courtly ideals and traces their development to the end of the Middle Ages.

210c. Modernity and Its Critics. Fall 2007. Paul Friedland.

Seminar. Explores the concept of modernity through the eyes of its greatest critics. Authors read include Rousseau, Burke, Dostoevsky, Nietzsche, Marx, Weber, Kafka, Freud, Benjamin, Adorno, Horkheimer, and Foucault.

[**211c. Holocaust: History and Historiography**.]

[**222c. History and Families in Europe**. (Same as **Gender and Women's Studies 230**.)]

[**226c - ESD. The City as American History**.]

235c - ESD. Green Injustice: Environment and Equity in North American History. Fall 2009. Matthew Klingle.

Seminar. Examines the historical foundations of environmental racism and environmental justice in North America. Students investigate how tensions between inclusion and exclusion through time have blurred the boundaries between nature and culture. Explores such topics as the expulsion of Native Americans from public lands; agriculture and antebellum slavery; immigration, disease, and the rise of public health and urban planning; the impact of weeds and invasive species upon community relations in the West; the role of science and technology in defining environmental and social problems; class conflict and conservation policy; and the transnational dimensions of pollution. (Same as **Environmental Studies 235**.)

[**238c,d. Reconstruction**. (Same as **Africana Studies 238**.)]

239c,d. Comparative Slavery and Emancipation. Fall 2007. Patrick Rael.

Seminar. Examines slavery as a labor system and its relationship to the following: the emergence of market economies, definitions of race attendant to European commercial expansion, the cultures of Africans in the diaspora, slave control and resistance, free black people and the social structure of New World slave societies, and emancipation and its aftermath. Spends some time considering how historians have understood these crucial issues. Non-majors invited. (Same as **Africana Studies 239**.)

240c. Only a Game? Sports and Leisure in Europe and America. Spring 2008. Susan L. Tananbaum.

Seminar. Uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper.

Prerequisite: Two courses in history.

[**241c,d. Violence and Memory in Twentieth-Century India**. (Same as **Asian Studies 239**.)]

247c. Maine: A Community and Environmental History. Spring 2009. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **Environmental Studies 247**.)

Prerequisite: One course in history or permission of the instructor.

249c. History of Women's Voices in America. Spring 2008. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Gender and Women's Studies 249**.)

Prerequisite: One course in history.

250c - ESD. California Dreamin': A History of the Golden State. Spring 2008. Connie Chiang.

Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the 2003 election of Arnold Schwarzenegger. Major topics include immigration and racial violence; radical and conservative politics; extractive and high tech industries; environmental disasters; urban, suburban, and rural divides; and California in American popular culture. (Same as **Environmental Studies 250**.)

251c. United States in the Nineteenth Century. Spring 2009. Patrick Rael.

Seminar. Explores American history through close readings of arguments regarding a variety of topics in the history of the United States in the nineteenth century, including the emergence of the mass political party system, the market revolution, class and racial formation, gender, removal of Native Americans, slavery, Civil War, the Reconstruction, corporatism, the labor movement, and modernism. Explores the nature of historical arguments with an eye toward students' writing.

Prerequisite: One course in history.

[**253c,d. Land and Labor in Latin America**. (Same as **Latin American Studies 253**.)]

254c,d. Contemporary Argentina. Fall 2008. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **Latin American Studies 254**.)

259c,d - ESD, IP. History of Sexuality, Gender, and the Body in South Asia. Fall 2008. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include: practices of female seclusion; ideas of purity, pollution, and the care of the self; religious renunciation and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Asian Studies 237** and **Gender and Women's Studies 259**.)

[**260c,d - ESD, IP. Writing the Self in Modern India**. (Same as **Asian Studies 255**.)]

267c,d - IP. African Environmental History. Spring 2008. David Gordon.

Seminar. Interrogates the myth of a pristine African environment by exploring the long history of human-environment interactions in sub-Saharan Africa. Themes include pre-colonial African environmental ideas, colonialism and the environment, controversies over conservation strategies and the establishment of "game reserves," globalization of the African environment, African urban environments, and the rise of post-colonial African environmental movements. (Same as **Africana Studies 267** and **Environmental Studies 268**.)

[**269c,d - ESD, IP. After Apartheid: South African History and Historiography**. (Same as **Africana Studies 269**.)]

281c,d - IP. The Courtly Society of Heian Japan. Fall 2008. Thomas Conlan.

Seminar. Japan's courtly culture spawned some of the greatest cultural achievements the world has ever known. Using the *Tale of Genji*, a tenth-century novel of romance and intrigue, attempts to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **Asian Studies 281**.)

285c,d - IP. Conquests and Heroes. Spring 2010. Thomas Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates "heroic" qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **Asian Studies 285**.)

286c,d - IP. Japan and the World. Fall 2009. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and cultures in East Asia. (Same as **Asian Studies 286**.)

[**287c,d - ESD, IP. Kingship in Comparative Perspective**. (Same as **Asian Studies 287**.)]

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical "problems." Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

Problems in European History

[**307c. Topics in Medieval and Early Modern European History**.]

311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Spring 2008. Page Herrlinger.

Compares and contrasts the nature of society and culture under two of this century's most "totalitarian" regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is strongly recommended, and students may focus their research project on either country, or a comparison of both.

Problems in British History

[**321c. Victorian Age**. (Same as **Gender and Women's Studies 321**.)]

Problems in American History

332c. Community in America, 1600–1900. Fall 2007. Sarah McMahon.

Explores the ideals and the social, economic, and cultural realities of community in American history, focusing on change, continuity, and racial, ethnic, and socio-economic diversity in community experience from the seventeenth through the nineteenth centuries. Examines the formation of new communities on a "frontier" that began on the Atlantic seaboard and gradually moved westward across the continent; the attempts to create alternative communities either separate from or contained within established communities; and the changing face of community that accompanied cultural diversity, expansion, modernization, urbanization, and suburbanization.

334c. Activism in America: Politics and Social Change in Twentieth-Century United States History. Spring 2008. David Hecht.

Examines the history of activism in twentieth-century America. The first half of the course explores a wide range of social and political issues—civil rights, feminism, environmental concerns and gay rights, as well as scientific and religious activism. Examples drawn from these areas will be used to explore the nature, formation, and reception of activist goals and visions in modern American history. The second half of the course follows a workshop format, in which students each develop and write a substantial research paper of their own design.

336c,d. Research in Nineteenth-Century United States History. Fall 2008. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25-30 page research paper. With the professor's consent, students may choose any topic in Civil

War or African-American history, broadly defined. This is a special opportunity to delve into Bowdoin's rich collections of primary historical source documents. (Same as **Africana Studies 336**.)

Prerequisite: One course in United States history.

Problems in Latin American History

351c,d. The Mexican Revolution. Spring 2009. Allen Wells.

An examination of the Mexican Revolution (1910-1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, United States–Mexican relations, immigration, and other border issues. (Same as **Latin American Studies 352**.)

356c,d. The Cuban Revolution. Spring 2008. Allen Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. Offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **Latin American Studies 356**.)

Problems in African History

[**360c,d. Religion and Politics in African History**. (Same as **Africana Studies 360** and **Religion 360**.)]

Problems in Asian History

370c,d. Problems in Chinese History. Every fall. Kidder Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. Primarily for seniors. (Same as **Asian Studies 370**.)

380c,d. The Warrior Culture of Japan. Spring 2009. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **Asian Studies 380**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

Independent Study and Honors in History

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c–452c. Honors Seminar. Every year. The Department.

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has nine interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, English and theater, Eurasian and East European studies, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art History 101**; one of **212**, **213**, **214**, or **215**; **222**; and one of **Art History 302** through **388**; **Archaeology 101**, **102**, and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388**.
3. One of the following: **Classics 101**, **211**, **212**, or **291** (Independent Study in Ancient History); **Philosophy 111**; or an appropriate course in religion at the 200 level.
4. Either **Art History 401** or **Archaeology 401**.

Art History and Visual Arts

Requirements

1. Art History: **101**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; four additional courses numbered 200 or higher; and one 300-level seminar.
2. Visual Arts: **150**, **160**, and either **250** or **260**; and three additional courses in visual arts, at least one of which must be numbered **270** or higher.

Chemical Physics

Requirements

1. **Chemistry 109**, **251**; **Mathematics 161**, **171**, and **181**; **Physics 103**, **104**, **223**, and **229**.
2. Either **Chemistry 252** or **Physics 310**.
3. Two courses from **Chemistry 310**, **340**, or approved topics in **401** or **402**; **Physics 251**, **256**, **300**, **320**, or approved topics in **401**, **402**, **451** or **452**. At least one of these must at the 300 level or above. Other possible electives may be feasible; interested students should check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 101** and **210**.
2. **Mathematics 181** and **200**.
3. **Computer Science 231** and **289**.
4. Two additional Computer Science courses from: **250**, any 300-level, and **401**.
5. Three additional Mathematics courses from: **224**, **225**, **229**, **244**, **258**, **262**, **264**, **265**, and **401**.

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

English and Theater

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count two courses in approved study away programs such as the National Theater Institute or elsewhere toward the requirements for the major.

Requirements

1. An English first-year seminar or 100-level course.
2. One 100-level theater course, preferably **Theater 120**.
3. Three theater courses from the following: **101**, **130**, **140**, **150**, **203**, **220**, **225**, **235**, **260**, or **270**.
4. One course from **English 210**, **211**, or **212**; one course from **English 223** or **230**.
5. One course in modern drama, either **English 246**, or its equivalent in another department, such as **French 316**.
6. One 300-level course in theater, and one 300-level English seminar.
7. One elective in English and one elective in theater or dance at the 200 level or higher.

Eurasian and East European Studies

The interdisciplinary major in Eurasian and East European Studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, and gender and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European Studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

In the past, students studying Russian have had double majors in the above disciplines. This major combines these fields into a study of one common theme, in order to provide a multi-disciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with a faculty member(s) in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisers or readers.

Requirements

1. Two years of Russian (**Russian 101, 102, 203, 204**), or the equivalent in another language (i.e., Bulgarian, Polish, Serbian/Croatian, etc.).

2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which: 1) faculty members are on sabbatical leave, 2) the course is not rotated often enough, 3) a course is withdrawn (as when a faculty member leaves), and/or 4) a new, related course is offered on a one-time-only basis.

3. Any two courses outside the EEES concentration to be selected from the complementary list below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.

4. Only one introductory course or first-year seminar may count toward the major.

5. An honors project in either concentration requires two semesters of independent study for a total of 11 courses in the major. EEES offers three levels of honors.

6. Off-campus study at an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.

7. If students choose a double major in EEES and Russian, only the first two years of language (**Russian 101, 102, 203, and 204**) may be double counted. No other courses may be double counted.

EEES Concentration Core and Complementary Courses beyond Russian 204

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

Core courses:

[Anthropology 246b. Anthropology of the Balkans]
Economics 221b – MCSR. Marxian Political Economy
Gender and Women's Studies 227b,d – ESD, IP. Women and World Development
[Government 230b. Post-Communist Russian Politics and Society]
History 219c. Russia's Twentieth Century: Revolution and Beyond
History 311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia

B. Complementary courses in Eurasian and East European Literature and Culture:

German 151c – ESD. The Literary Imagination and the Holocaust
German 317c – IP. German Literature and Culture since 1945
German 321c – IP. Before and After the Wall: East German Traditions in Literature, Culture, and Film
[German 398c,d – IP. Colors: Signs of Ethnic Difference 1800/1900/2000]
Music 273c – VPA. Chorus (when content applies)
Russian 220c – IP. Nineteenth-Century Russian Literature
Russian 221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film
Russian 223c. Dostoevsky and the Novel
Russian 224c. Dostoevsky or Tolstoy
Russian 251c,d. Central Asia through Film and Literature

Courses in Russian:

Russian 307c. Russian Folk Culture
Russian 309c. Nineteenth-Century Russian Literature
Russian 310c. Modern Russian Literature
Russian 316c. Russian Poetry

Geology and Chemistry

Requirements

1. **Chemistry 109** and four courses from the following: **Chemistry 205**, **210**, **225**, **226**, **240**, **251**, and approved advanced courses.
2. **Geology 101**, **202**, and **262**.
3. Two courses from the following: **Geology 220**, **260**, and **275**.
4. **Physics 103** and **Mathematics 161** and **171**.

There are many different emphases a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics

Requirements

1. **Chemistry 109**, **119**, or **159**; **Geology 101**, **202**, **241**, **265**; **Mathematics 161**, **171**; **Physics 103**, **104**, and **223**.
2. Either **Physics 255** or **300**.
3. Three additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics

Requirements

1. Six courses in mathematics as follows:
Mathematics 181, **201**, **225**, **265**; and two of **Mathematics 224**, **229**, **264**, **304**.
2. Either **Computer Science 210** or **Mathematics 235**, **244**, or **305**.
3. Four courses in economics with a grade of C- or better, as follows: **Economics 255**, **256**, **316**, and one other 300-level course.

Interdisciplinary Studies

220. **Leaders and Leadership**. Spring 2008. Angus S. King.

A study of the concept, principles, practice, and significance of leadership. Content is presented through case studies intended to illustrate and illuminate various characteristics of leaders and their constituencies. Abraham Lincoln, Harriet Tubman, Joshua Chamberlain, Margaret Thatcher, Pope John XXIII, Adolph Hitler, and Ernest Shackleton are among those studied. "An army of deer led by a lion is more to be feared than an army of lions led by a deer."

240b. **Maine Social Research**. Fall 2007. Spring 2008. Craig McEwen.

A hands-on, semester-long research experience in the local community. Students design and carry out research on elements of a longer-term research project focused on affordable housing, homelessness, hunger, and economic insecurity in the Brunswick-Topsham area in coordination with local agencies. Uses a variety of research methodologies, including quantitative analysis, in-depth interviewing, observation, and analysis of available data and historical records. Students with methodological training in a variety of disciplines are welcome. May be repeated for credit with permission of the instructor.

Prerequisite: One of the following: **Anthropology 201**, **Economics 257**, **Education 203**, **Psychology 251**, or **Sociology 201**, or permission of the instructor.

Latin American Studies

Administered by the Latin American Studies Committee;
Enrique Yepes**, *Program Director (Fall 2007),*
Allen Wells*, *Program Director (Spring 2008)*
(See committee list, page 351.)

Joint Appointment with English: Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer William Arcé

Latin American Studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and South America. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America's history, political and economic realities, cultural diversity, and a range of aesthetic expression. Competence in Spanish (or another appropriate language such as French or Portuguese, with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American Studies consists of nine courses, including the following:

1. **Latin American Studies 207**, **Latin American Cultures** (Same as **Spanish 207**).

2. Two of the following courses:

   a. **Latin American Studies 252**, **Colonial Latin America** (Same as **History 252**), or **Latin American Studies 255**, **Modern Latin America** (Same as **History 255**).
   b. A 200-level course in anthropology or sociology focused on Latin America.

3. A concentration of four additional courses centered on a particular geographic region (Andean region, Caribbean, Mesoamerica, Southern Cone, etc.) or theme (colonization, cultural hybridity, indigenous cultures, globalization, development issues, gender relations, etc.) The four-course concentration will be selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200- or 300-level.

4. An elective course in Latin American Studies, outside of the student's area of concentration.

5. In the senior year, each major will have the option of completing:
   a. a one- or two-semester independent study project or honors thesis, or
   b. a 300-level seminar approved for Latin American Studies credit.

A maximum of three courses from off-campus study programs may count toward the major with the approval of the director of Latin American Studies. Courses in which D and Credit/D/Fail grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one Spanish course at Bowdoin beyond **204** (or another appropriate language); **Latin American Studies 255**, **Modern Latin American History**; and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval of a written prospectus of the project by the director of Latin American Studies. Courses in which D and Credit/D/Fail grades are received will not count toward the minor.

Program Honors

Students contemplating honors candidacy must have established records of A and B in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

23c,d. Voices of the Excluded: Latin American History through Testimonials. Fall 2007. Sarah Sarzynski.

(Same as **History 23**.)

[**25b,d. Tasting Hierarchies: Food in Latin America**. (**Same as Anthropology 25**.)]

Introductory, Intermediate, and Advanced Courses

[**130c,d - IP. Introduction to Art from Ancient Mexico and Peru**. (Same as **Art History 130**.)]

138c,d. Music of the Caribbean. Fall 2007. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138** and **Music 138**.)

205c. Advanced Spanish. Every fall. Fall 2007. Nadia Celis and Gustavo Faverón Patriau.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Spanish 205**.)

Prerequisite: **Spanish 204** or placement.

206c,d - IP. Francophone Cultures. Every fall. Fall 2007. Karen Lindo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. (Same as **Africana Studies 207** and **French 207**.)

Prerequisite: **French 205** or permission of the instructor.

207c,d - ESD, IP. Latin American Cultures. Spring 2008. Gustavo Faverón-Patriau.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish. (Same as **Spanish 207**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

209c - IP. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2007. John Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context. (Same as **Spanish 209**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

210c - IP. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2008. Nadia Celis.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context. (Same as **Spanish 210**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

225b - IP. Globalization and Social Change. Fall 2007. Joe Bandy.

Focuses on social theories related to the international economy and its current restructuring. Explores the impact of globalization on the lives of working people, on the global division of labor, on human rights, on gender inequality, and on the natural environment. Examines the modern history of economic development, and the many social conflicts and resistance movements they have sparked. Touches upon various world regions and their unique positions in the global economy, including Latin America and East Asia. (Same as **Sociology 225**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**227b. Class and Culture**. (Same as **Anthropology 225**.)]

[**228b,d. Discourses of Emotion**. (Same as **Anthropology 228**.)]

[**229b,d. Maya Archaeology and Ethnohistory**. (Same as **Anthropology 229**.)]

[**237b,d - ESD, IP. Family, Gender, and Sexuality in Latin America**. (Same as **Anthropology 237**, **Gay and Lesbian Studies 237**, and **Gender and Women's Studies 237**.)]

238b,d. Culture and Power in the Andes. Spring 2008. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Anthropology 238**.)

Prerequisite: **Anthropology 101** or permission of the instructor.

243c,d - VPA. Intermediate Topics in Ethnomusicology: Caribbean Music. Fall 2009. Joanna Bosse.

Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. (Same as **Africana Studies 252** and **Music 252**.)

252c,d. Colonial Latin America. Fall 2008. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **History 252**.)

[**253c,d. Land and Labor in Latin America**. (Same as **History 253**.)]

254c,d. Contemporary Argentina. Fall 2008. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **History 254**.)

255c,d. Modern Latin America. Fall 2007. Sarah Sarzynski.

An introductory survey of the history of Latin America from the era of independence (c. 1800–1825) through the present day. Recurrent themes include colonialism and independence, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and United States-Latin American relations. The course is divided in four main themes: Independence and Liberalism; Race, Slavery, and War; Populism and Nationalism; and the Cold War. Focuses on the negotiations and struggles for power between elite and popular groups as the catalyst that drove major historical change in Latin America from the nineteenth century to the present day. (Same as **History 255**.)

256c,d - IP. Environment and Society in Latin America. Spring 2009. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **Environmental Studies 256** and **History 256**.)

[**258c,d. Latin American Revolutions**. (Same as **History 258**.)]

259c,d. The Place of Nation in Chicano/Latino Literature since World War II. Spring 2008. William Arcé.

During the past half-century, Chicano/Latino writers have created new hybrid literary and cultural genres in which constructions of Nation differ substantially from those of other American authors. Explores literary constructions of the Nation in Chicano/Latino literature from the 1950s to the present. Of special interest are major developments such as the farm workers' movement, the Chicano/Brown Power movement, the emergence of Chicana/Latina authors, and the current concept of "Hispanidad," as reflected in novels, poetry, plays, short stories, and films. (Same as **English 259**.)

Prerequisite: One first-year seminar or 100-level course in English or Latin American studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

266c,d. History of Mexico. Spring 2008. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics to be examined include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **History 266**.)

[**321c,d. Reading Modern Poetry in the Americas**. (Same as **Spanish 321**.)]

[**331c,d. United States–Latino Literature in Spanish**. (Same as **Spanish 331**.)]

332c,d. Poetry and Social Activism in Latin America. Fall 2007. Enrique Yepes.

Considers the aesthetic and thematic problems posed by socially committed poetry during the last 100 years in Spanish America, from the avant-garde to the present. Authors include Mistral, Vallejo, Neruda, Guillén, Cardenal, Belli, and Dalton, among others. (Same as **Spanish 332**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**), or permission of the instructor.

[**337c. Hispanic Short Story**. (Same as **Spanish 337**.)]

338c,d. The Shining Path and the End of the World. Fall 2007. Gustavo Faverón-Patriau.

Examines terrorism and the way it is represented in literature and the arts through the study of one particular case—the war between the State and the "Shining Path" Maoist guerrilla that has taken place in Peru during the last three decades. Authors include Mario Vargas Llosa, Fernando Ampuero, Julio Ortega, Alonso Cueto, Daniel Alarcón, as well as filmmakers such as Josué Mendes, Francisco Lombardi, Pamela Yates, and John Malkovich. (Same as **Spanish 338**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**), or permission of the instructor.

[**339c. Borges and the Borgesian**. (Same as **Spanish 339**.)]

352c,d. The Mexican Revolution. Spring 2009. Allen Wells.

An examination of the Mexican Revolution (1910-1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, United States–Mexican relations, immigration, and other border issues. (Same as **History 351**.)

356c,d. The Cuban Revolution. Spring 2008. Allen Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. Offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **History 356**.)

401c,d. – 402c,d. Advanced Independent Study in Latin American Studies. The Program.

Mathematics

Professors: William H. Barker, Stephen T. Fisk, Adam B. Levy, *Chair*; Rosemary A. Roberts*, James E. Ward, Mary Lou Zeeman**
Associate Professor: Jennifer Taback
Assistant Professor: Thomas Pietraho
Visiting Assistant Professor: Mohammad Tajdari
Postdoctoral Fellow: Helen Wong
Senior Department Coordinator: Suzanne M. Theberge

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262**, **263**, or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 201** or **262**) and in analysis (e.g., **Mathematics 233** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 201**, **262**, and **302**); analysis (**Mathematics 233**, **263**, and **303**); applied mathematics (**Mathematics 224**, **264**, and **304**); probability and statistics (**Mathematics 225**, **265**, and **305**); and geometry (**Mathematics 247** and **307**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course that counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above.

Interdisciplinary Majors

The department participates in interdisciplinary programs in computer science and mathematics and mathematics and economics. See pages 207 and 210.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching:
Computer Science 101, **Mathematics 201**, **225**, **232**, **247**, **258**, **262**, **263**, **265**.

For graduate study:
Mathematics 200, **201**, **233**, **262**, **263**, and at least one course numbered in the 300s.

For engineering and applied mathematics:
Mathematics 224, **225**, **233**, **244**, **258**, **264**, **265**, **304**.

For mathematical economics and econometrics:
Mathematics 201 or **225**, **229**, **244**, **258**, **263**, **265**, **304**, **305**, and **Economics 316**.

For statistics:
Mathematics 201, **224**, **225**, **235**, **244**, **265**, **305**.

For computer science:
Computer Science 231, **289**; **Mathematics 200**, **201**, **225**, **229**, **244**, **258**, **262**, **265**.

For operations research and management science:
Mathematics 200, **201**, **225**, **229**, **258**, **265**, **305**, and **Economics 316**.

Introductory, Intermediate, and Advanced Courses

55a - MCSR. **Statistical Reasoning**. Spring 2008. The Department.

An introduction to the ideas of statistics. Students learn how to reason statistically and how to interpret and draw conclusions from data. Designed for students who want to understand the nature of statistical information. Open to first-year students and sophomores who want to improve their quantitative skills. It is recommended that students with a background in calculus enroll in **Mathematics 155** or **165**. Not open to students who have credit for **Mathematics 65**.

Prerequisite: Recommendation of the director of the quantitative skills program and permission of the instructor.

60a - MCSR. **Introduction to College Mathematics**. Fall 2007. James Ward.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, in conjunction with **Mathematics 155** or **161**, is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

155a - MCSR. **Introduction to Statistics and Data Analysis**. Fall 2007. Steve Fisk. Spring 2008. The Department.

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for **Mathematics 165**, **Psychology 252**, or **Economics 257**.

161a - MCSR. **Differential Calculus**. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a - MCSR. **Biostatistics**. Fall 2008. Rosemary Roberts.

An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. Four to five hours of class meetings and computer laboratory sessions per week, on average. Not open to students who have credit for **Mathematics 155**, **Psychology 252**, or **Economics 257**.

171a - MCSR. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161**.

172a - MCSR. Integral Calculus, Advanced Section. Every fall. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

174a – MCSR, INS. BioMathematics. Fall 2007. Mary Lou Zeeman.

A study of mathematical methods driven by questions in biology. Biological questions are drawn from a broad range of topics, including neurobiology, endocrinology, biomechanics, disease, ecology, and population dynamics. Mathematical methods include matrices, linear transformations, eigenvalues, eigenvectors, and matrix iteration; stochastic models, Markov chains and simulation; ODE models and simulation; stability analysis; attractors and limiting behavior; mathematical consequences of feedback; and multiple time-scales. Three hours of class meetings and two hours of computer laboratory sessions per week.

Prerequisite: **Mathematics 161** and **Biology 102**, **104**, or **109**, or permission of the instructor.

181a - MCSR. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171**.

200a - MCSR. Introduction to Mathematical Reasoning. Fall 2007. William Barker and Thomas Pietraho. Spring 2008. The Department.

An introduction to logical deductive reasoning, mathematical proof, and the fundamental concepts of higher mathematics. Specific topics include set theory, induction, infinite sets, permutations, and combinations. An active, guided discovery classroom format.

Prerequisite: **Mathematics 161** or permission of the instructor.

201a - MCSR. Linear Algebra. Spring 2008. The Department.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series. Formerly **Mathematics 222**.

Prerequisite: **Mathematics 181** or permission of the instructor.

224a - MCSR. **Applied Mathematics: Ordinary Differential Equations**. Spring 2008. The Department.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

225a - MCSR. **Probability**. Fall 2007. James Ward.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181** or permission of the instructor.

227a - MCSR. **Elementary Topics in Topology**. Every other spring. Spring 2008. The Department.

Topology studies properties of geometric objects that do not change when the object is deformed. The course covers knot theory, surfaces, and other elementary areas of topology. Formerly **Mathematics 207**.

Prerequisite: **Mathematics 181** or permission of the instructor.

229a - MCSR. **Optimization**. Every other spring. Spring 2009. The Department.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems. Formerly **Mathematics 249**.

Prerequisite: **Mathematics 181** or permission of the instructor.

232a - MCSR. **Number Theory**. Every other fall. Fall 2008. The Department.

A standard course in elementary number theory, which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems. Formerly **Mathematics 242**.

Prerequisite: **Mathematics 200** or permission of the instructor.

233a - MCSR. **Functions of a Complex Variable**. Fall 2009. The Department.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping. Formerly **Mathematics 243**.

Prerequisite: **Mathematics 171** or permission of the instructor.

235a. Exploratory Multivariate Data Analysis. Every other fall. Fall 2008. Steve Fisk.

Almost all data collected by researchers is multivariate. An introduction to the theory and techniques of exploratory multivariate data analysis. Topics include graphical techniques, scientific visualization, discriminant analysis, principle components, multi-dimensional scaling, classification, phylogeny trees and genomics, cluster analysis, and data mining. Students learn how to use the statistical system R. Formerly **Mathematics 255**.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) or permission of the instructor.

244a - MCSR. Numerical Methods. Fall 2007. Adam Levy.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) or permission of the instructor.

247a - MCSR. Geometry. Every other spring. Spring 2009. The Department.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 200** or permission of the instructor.

258a - MCSR. Combinatorics and Graph Theory. Every other spring. Spring 2009. The Department.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms. Formerly **Mathematics 288**.

Prerequisite: **Mathematics 200** or permission of the instructor.

262a - MCSR. Introduction to Algebraic Structures. Fall 2007. Jennifer Taback.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 200** and **201** (formerly **Mathematics 222**), or permission of the instructor.

263a - MCSR. Introduction to Analysis. Spring 2008. The Department.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 200** or a 200-level mathematics course approved by the instructor

264a - MCSR. Applied Mathematics: Partial Differential Equations. Every other fall. Fall 2007. Mary Lou Zeeman.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **224**, or permission of the instructor.

265a - MCSR. Statistics. Every spring. The Department.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **225**, or permission of the instructor.

291a–294a. **Intermediate Independent Study in Mathematics**. The Department.

302a. **Advanced Topics in Algebra**. Every other spring. Spring 2008. The Department.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262** or permission of the instructor.

303a. **Advanced Topics in Analysis**. Every other spring. Spring 2009. The Department.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesque general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **263**, or permission of the instructor.

304a. **Advanced Topics in Applied Mathematics**. Every other fall. Fall 2008. The Department.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 200, 201** (formerly **Mathematics 222**) and **224**; or permission of the instructor.

305a. **Advanced Topics in Probability and Statistics**. Spring 2008. The Department.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **265**, or permission of the instructor.

307a. **Advanced Topics in Geometry**. Spring 2008. William Barker.

A survey of three-dimensional Euclidean geometry, affine geometry, projective geometry, and non-Euclidean geometries. Culminates in the geometry of four-dimensional space-time in special relativity. The unifying theme is the transformational viewpoint of Klein's Erlangen Program.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **247**, or permission of the instructor.

401a–404a. **Advanced Independent Study and Honors in Mathematics**. The Department.

Music

Professors: Robert K. Greenlee†; Mary Hunter, *Chair;* Cristle Collins Judd
Associate Professor: James W. McCalla
Assistant Professors: Joanna Bosse, Vineet Shende
Visiting Assistant Professor: Shannon M. Chase
Adjunct Lecturers: Christopher Scales, Christopher Watkinson
Director of the Bowdoin Chorus: Anthony F. Antolini
Director of the Bowdoin Concert Band: John Morneau
Director of Chamber Ensembles: Roland Vazquez
Director of Jazz Ensembles: Frank Mauceri
Senior Department Coordinator: Linda Marquis

Requirements for the Major in Music

The music major consists of ten academic courses and two performance credits. Most majors follow one of the tracks indicated in the "Sample Majors" listed below, but students are also invited to design a major to suit their own needs. Required of all majors are: **Music 131** and **151**; two credits of performance; at least two 300-level courses; and **Music 451**, Senior Project, to be completed in the spring semester of the senior year. No more than two 100-level courses in addition to **Music 131** and **151** may be counted toward the major. **Music 101** does not count toward the major, and students are not normally permitted to count more than three independent studies courses toward the major. Honors work normally adds one extra course to the standard ten, and its second semester counts as the senior independent study.

The process for declaring the major is as follows: (1) The student consults with a member of the music faculty as early in the individual's college career as possible. (2) Before declaring a major, the student proposes a list of courses that fulfill the major, or identifies a sample major to follow by submitting a list or sample major announcement to the music department chair or to another member of the department. (3) Upon departmental approval of the list of courses or the particular track, the major declaration is signed by the department chair. Subsequent alterations to this list of courses are possible only in consultation with the chair of the department or another member of the music faculty.

Sample Sequences of Courses for the Music Major

General Music Major

Music 131, **151**, **203**, **302**, and **451**.

Four electives, including two 200-level courses, and one 300-level course. One consecutive year of lessons on the same instrument; one consecutive year in the same ensemble. Honors in music adds one advanced independent study to this list:

Music and Culture

Music 131, **151**, **211**; a total of five electives: two or three from the music department (including at least one at the 200 level); and two or three relevant and sequential courses from another department, including at least one at the 200 level; a 200-level independent study combining departmental and extra-departmental perspectives; **Music 352** and **451**; and two semesters of World Music Ensemble.

Composition

Music 131, **151**, **203**, **302**, **243**, **255**, **361**, **218** or **291**, **451**, and one elective, plus the lessons and ensemble required for the general major, above.

Western Music History

Music 131, **151**, **203**, **302**, **255**; three electives (including at least one at the 200 level); **351** or its equivalent; **451**; plus the lessons and ensemble required for the general major, above.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in a single ensemble). The five academic courses include **151** and any four others including at least two above the 100 level.

Introductory, Intermediate, and Advanced Courses

101c - VPA. Theory I: Fundamentals of Music Theory. Every year. Fall 2007. Shannon Chase.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes, and additional laboratory work in ear training and basic keyboard skills. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester.

[111c,d - VPA. Rhythm!]

114c. **Contemporary Choral Music: Artistry and Style**. Spring 2008. Shannon Chase.

Exploration of choral artistry through study of an eclectic contemporary repertoire including works in modernist, aleatoric, and multicultural-folk styles, by such composers as Leonard Bernstein, Murray Schaeffer, Benjamin Britten, Percy Grainger, Arvo Pärt, Chen Yi, Ellen Taafe Zwilich, Eric Whitacre, and more. Study of music scores with emphasis on analysis, interpretation, and introductory conducting techniques. Requires ability to read treble and bass clefs, and music ensemble performance experience (band, choir, or orchestra).

115c. **Bodywork for Performers**. Spring 2008. Theater and Dance Department.

In a studio environment, applies principles of somatic awareness drawn from the insights and techniques of Mabel Ellsworth Todd, F. M. Alexander, Moshe Feldenkrais, and others, with the goal of increasing awareness of habitual patterns of use; deepening understanding of posture, movement, breathing, speaking, and singing; and developing the quality of presence in performance. Helps actors, dancers, musicians, and movers of all kinds increase the range and depth of kinesthetic, spatial, and dynamic awareness for enhanced vocal and physical expression. Grading is Credit/D/Fail. One-half credit. (Same as **Dance 115** and **Theater 115**.)

Music 120 through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

121c - VPA. History of Jazz I. Every other year. Fall 2007. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 121**.)

122c - VPA. History of Jazz II. Every other year. Fall 2008. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122**.)

125c,d - VPA. Music in the Arab World. Fall 2007. Mary Hunter.

A general survey of Arab music in North Africa and the Arabian Peninsula. An introduction to characteristic pan-Arab instruments, scales, rhythms and principles of musical construction, followed by considerations of selected folk, popular, classical, and religious traditions. Includes visits by Arab musicians working in the Boston area.

131c. Thinking and Writing about Music. Every year. Spring 2008. Mary Hunter.

Highly recommended for those considering majoring in music. An introduction to the academic study of music and the types of questions confronting music scholars today. Why do humans make music? In what ways are ideas communicated with musical sounds? How do musical preferences develop? How can we understand musical practices from different cultural and historical contexts? Introduces students to the disciplinary goals and methods of the numerous subfields of music scholarship, as well as the ways in which music scholarship contributes to a variety of interdisciplinary approaches and life outside of academia.

138c,d. Music of the Caribbean. Fall 2007. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138** and **Latin American Studies 138**.)

139c,d - IP, VPA. Music of South Asia. Spring 2008. Vineet Shende.

A survey of the musical traditions of the Indian Subcontinent, with particular emphasis on the genres of North Indian (Hindustani) Classical, South Indian (Karnatak) Classical, and "Bollywood" film music. While historical and cultural factors are studied, focus is on musical construction concepts and processes. (Same as **Asian Studies 139**.)

Prerequisite: **Music 101** or **131**, or permission of the instructor.

151c - VPA. Write Your Own Show Tune: Introductory Practicum in Tonal Music. Every year. Fall 2007. Mary Hunter.

A largely practical, project-oriented course, for students with some basic experience in music. Students learn elementary tonal vocabulary through writing and performing their own songs, mostly in "Rodgers and Hammerstein" style. Chord writing and analysis, bass-line construction, text-setting, and basic keyboard skills are addressed. Small-group and individual lab sessions are scheduled separately.

Prerequisite: **Music 101** or passing grade on the department's music theory placement examination, or permission of instructor.

203c - VPA. Tonal Analysis. Every year. Spring 2008. James McCalla.

Through a survey of music from Bach to Beethoven, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations. Knowledge of scales and key signatures, as well as ability to read bass clef, are required.

Prerequisite: **Music 151** or permission of instructor.

210c - VPA. Topics in Jazz History: Louis, Dizzy, and Miles. Spring 2008. James McCalla.

Three great trumpet players, three different styles, three very different conceptions of what jazz is. Presents recordings from the 1920s to the 1990s, concentrating especially on the years 1945–1971, when all three men were active simultaneously. Extensive readings from biographies, autobiographies, and other critical literature. (Same as **Africana Studies 210**.)

Prerequisite: **Music 121** or **122**.

211c - VPA. Theory and Method in Ethnomusicology. Spring 2008. Joanna Bosse.

An introduction to the principal theories and methods of ethnomusicology. Focuses on the foundational texts defining the cultural study of the world's musics, drawing upon concepts and tools from both anthropology and musicology. Addresses issues regarding musical fieldwork, recording, and cultural analysis. Students engage in ethnomusicological field projects to put into practice what they study in the classroom.

Prerequisite: One course in music, or permission of the instructor.

218c - VPA. Introduction to Electronic Music. Fall 2008. Vineet Shende.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 203**.

[**227c - VPA. Mozart's Operas**.]

232c,d. Native North American Music and Dance. Spring 2008. Christopher Scales.

For many Native North American groups, music and dance are central aspects of cultural life, playing an important role in religious ceremony, sacred and secular ritual events, artistic expression, and popular entertainment. Examines a number of the various musical traditions in Native North America, with particular attention paid to contemporary coastal communities of the Northeastern United States. Students study both historical and contemporary written texts and recorded performances and engage in a class fieldwork project documenting the musical activities of contemporary musicians. Topics of study include the relationship between music and other facets of social life, including work, religion, family, politics, and other artistic performance traditions (dance, theatre, film), as well as the use of music in demarcating tribal, regional, and intertribal identity.

243c - VPA. Introduction to Composition. Spring 2008. Vineet Shende.

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

Prerequisite: **Music 101** or permission of the instructor.

252c,d - VPA. Intermediate Topics in Ethnomusicology: Caribbean Music. Fall 2009. Joanna Bosse.

Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. (Same as **Africana Studies 252** and **Latin American Studies 243**.)

255c - VPA. The Western Canon. Every other year. Fall 2007. James McCalla.

A historical study of many of the principal works of Western classical music, with special attention to the processes of canon formation and the changes in the canon over time.

Prerequisite: **Music 203**.

291c–294c. Intermediate Independent Study in Music. The Department.

302c. Tonal Composition. Every year. Fall 2007. Vineet Shende.

A compositional study of the stylistic traits of the common-practice period in Western Europe. In addition to frequent short exercises, aural drill, and keyboard studies, students compose a late romantic *lied* or character piece, a baroque chorale, and the first movement of a classical sonata.

Prerequisite: **Music 151** or **204**, and previous credit or concurrent registration in **Music 203**.

[**351c. Topics in Music History**.]

361c. Topics in Music Theory: Orchestration. Fall 2007. Vineet Shende.

An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quartet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu in order to further their knowledge of the techniques of instrumentation.

Prerequisite: **Music 203**, **243**, or **302**, or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Music. The Department.

451c. Senior Project in Music. Every semester. Mary Hunter.

All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. Students meet regularly with each other and at least one faculty member to discuss their work or readings relevant to all senior majors. Must be taken in the senior year. Open only to senior music majors.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. **Music 385** and **386** count as academic credits and are thus not included in this limitation. Lessons, large ensembles, chamber ensembles and jazz ensembles may also be taken as non-credit courses.

285c–289c. Individual Performance Studies. Every year.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study on the first instrument will be designated* ***Music 285****. The second and all subsequent semesters of* ***credit*** *lessons* ***on the same instrument*** *will be designated* ***Music 286****. The first semester of study on a* ***different*** *instrument will be designated* ***Music 287****. The second and all subsequent semesters of study on that second instrument will be designated* ***Music 288****. The number* ***Music 289*** *is reserved for all semesters of study on a third instrument.*

2. One-half credit, graded CR/D/F, may be granted for each semester of study. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of the Registrar and the Department of Music. *Note:* Add/drop dates for lessons are earlier than add/drop dates for other courses. *The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete an academic course in the music department (including **Music 385**) within the first year and a half of study, or by graduation, whichever comes first.

6. Students taking lessons for credit pay a fee of $457 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.

7. Student Recitals. In most circumstances, a student is required to take **Music 385-387** (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking **Music 385-387**, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The student is expected to arrange for an accompanist (who must play for the audition) and pay any accompanist's fees.

385c–387c - VPA. Advanced Individual Performance Studies. Every year.
Prerequisite: **Music 286**.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. *The first semester of study will be designated* ***Music 385****. The second and all subsequent semesters of private lessons* ***on the same instrument*** *will be designated* ***Music 386****. The number* ***387*** *is reserved for all semesters of study on a second instrument.*

2. A full credit may be granted for each semester of study. To receive credit, students must register at the beginning of **each** semester of lessons in the Office of the Registrar and the Department of Music. *Note:* Add/drop dates for lessons are earlier than add/drop dates for other courses. *The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*

3. Admission is by departmental audition only. Students must audition with a member of the music department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor.

5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. Fees as with half-credit lessons.

Instructors for 2007–2008 include Julia Adams (viola), Annie Antonacos (piano), Christina Astrachan (voice), Naydene Bowder (piano and harpsichord), Christina Chute (cello), Ray Cornils (organ), Matt Fogg (jazz piano), Allen Graffam (trumpet), Steve Grover (drums), Molly Hahn (harp), Anita Jerosch (low brass), Timothy Johnson (voice), John Johnstone (classical guitar), David Joseph (bassoon), Stephen Kecskemethy (violin), Russ Lombardi (electric bass), Frank Mauceri (jazz saxophone), Kathleen McNerney (oboe), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Paul Ross (cello), Bonnie Scarpelli (voice), Michelle Snow (pop/jazz voice), Krysia Tripp (flute), Scott Vaillancourt (tuba), and Gary Wittner (jazz guitar).

Ensemble Performance Studies. Every year.

The following provisions govern ensemble:

1. Students are admitted to an ensemble only with the consent of the instructor.
2. One-half credit may be granted for each semester of study. To receive credit, the student must register for the course in the Office of the Registrar.
3. Grading is Credit/D/Fail.
4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.
5. All ensembles require public performance.

269c - VPA. Middle Eastern Ensemble. Mary Hunter.

271c - VPA. Chamber Choir. Shannon Chase.

273c - VPA. Chorus. Anthony Antolini.

275c - VPA. Concert Band. John Morneau.

279c - VPA. Chamber Ensembles. Roland Vazquez.

281c - VPA. World Music Ensemble: Mbira Music of Zimbabwe. Joanna Bosse.

283c - VPA. Jazz Ensembles. Frank Mauceri.

Neuroscience

Administered by the Neuroscience Committee; Patsy S. Dickinson, *Chair*
Julie J. Santorella, *Program Coordinator*
(See committee list, page 351.)

Joint Appointments with Biology: Professor Patsy S. Dickinson,
Assistant Professor Hadley Wilson Horch
Joint Appointments with Psychology: Associate Professor Richmond Thompson,
Assistant Professor Seth Ramus
Laboratory Instructors: Nancy J. Curtis

Requirements for the Major in Neuroscience

The major consists of twelve courses, including nine core courses and three electives from the lists below. Advanced placement credits may not be used to fulfill any of the course requirements for the major. Independent study in neuroscience may be used to fulfill one of the two elective credits. If students place out of **Psychology 101**, twelve courses related to Neuroscience must still be completed.

I. Core Courses

Introductory Level and General Courses

Biology 109a - MCSR, INS. Introductory Biology
or **Biology 102a - MCSR, INS. Biological Principles II**
Psychology 10b. What's on Your Mind? An Introduction to the Brain and Behavior
or **Psychology 101b. Introduction to Psychology**
Psychology 252a - MCSR. Data Analysis
Chemistry 225a. Organic Chemistry I

Introductory Neuroscience Course

Biology 213a - MCSR, INS. Neurobiology *or*
Psychology 218a. Physiological Psychology

Mid-level Neuroscience Courses

Three of the following:
Biology 253a. Neurophysiology
Biology 266a. Molecular Neurobiology
Psychology 275a - INS. Laboratory in Behavioral Neuroscience: Social Behavior
Psychology 276a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory

Advanced Neuroscience Course

One of the following:
Psychology 315a. Hormones and Behavior
Psychology 316a. Comparative Neuroanatomy
[Psychology 318a. Comparative Animal Cognition]
Psychology 319a. Memory and Brain

Biology 325a. Topics in Neuroscience
Biology 329a. Neuronal Regeneration

II. Three electives may be chosen from the courses listed above (but not already taken) or below:

Biology 101a - MCSR, INS. Biological Principles I
Biology 212a - MCSR, INS. Genetics and Molecular Biology
Biology 214a - MCSR, INS. Comparative Physiology
Biology 217a - MCSR, INS. Developmental Biology
Biology 224a - MCSR, INS. Biochemistry and Cell Biology
Biology 232a - MCSR. Biochemistry II: Enzymes and Metabolism
Biology 333a. Advanced Cell and Molecular Biology
Computer Science 355a. Cognitive Architecture
Mathematics 174a - MCSR, INS. BioMathematics
Physics 104a - MCSR, INS. Introductory Physics II
Psychology 210b. Infant and Child Development
Psychology 216b. Cognitive Psychology
Psychology 217a. Neuropsychology
Psychology 251b. Research Design in Psychology
Psychology 259b/260b. Abnormal Psychology
Psychology 270b. Laboratory in Cognition

Neuroscience 291a–294a. Intermediate Independent Study
Neuroscience 401a–404a. Advanced Independent Study and Honors

Philosophy

Professors: Denis Corish*, Scott R. Sehon**
Associate Professor: Matthew F. Stuart, *Chair*
Joint Appointment with Environmental Studies: Associate Professor Lawrence H. Simon
Assistant Professor: Sarah O'Brien Conly
Department Coordinator: Kevin M. Johnson

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111**, **112**, and **223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level. Courses in which D grades are received are not counted toward the major.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level. Courses in which D grades are received are not counted toward the minor.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 147–57.

14c. The Nature of Poetry. Spring 2008. Denis Corish.

16c. Personal Ethics. Spring 2008. Matthew Stuart.

27c. Moral History. Fall 2007. Lawrence H. Simon.

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Every fall. Fall 2007. Sarah Conly.

The sources and prototypes of Western thought. We try to understand and evaluate Greek ideas about value, knowledge, and truth.

112c. Modern Philosophy. Every spring. Spring 2008. Matthew Stuart.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

120c. Moral Problems. Spring 2008. Sarah Conly.

Our society is riven by deep and troubling moral controversies. Examines some of these controversies in the context of current arguments and leading theoretical positions. Possible topics include abortion, physician-assisted suicide, capital punishment, sexuality, the justifiability of terrorism, and the justice of war.

142c. Philosophy of Religion. Spring 2009. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Religion 142**.)

152c. Death. Fall 2007. Matthew Stuart.

Considers distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Intermediate Courses

200c. History, Freedom, and Reason. Fall 2008. Lawrence H. Simon.

A study of the political philosophy and philosophy of history of Kant, Hegel, and Marx.

210c. Philosophy of Mind. Fall 2007. Scott R. Sehon.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for the actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will, or moral responsibility, if determinism is true? Readings primarily from contemporary sources.

221c. History of Ethics. Spring 2008. Lawrence H. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in the classic texts of Aristotle, Hume, Mill, and Kant.

222c. Political Philosophy. Spring 2008. Lawrence H. Simon

Examines some of the major issues and concepts in political philosophy, including freedom and coercion, justice, equality, and the nature of liberalism. Readings primarily from contemporary sources.

223a - MCSR. Logic. Fall 2007 and Spring 2009. Scott R. Sehon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

224c. Philosophy of Space and Time. Spring 2009. Denis Corish.

Focuses on the problems of time, but also addresses some questions covering space, and some concerning the general structure, of which time and space might be considered interpretations. Considers some ancient views (Plato and Aristotle), some early modern views (Newton and Leibniz), and some contemporary disputed questions (e.g., is time to be thought of in such terms as "earlier"/"later," or rather, "past"/"present"/"future"?).

225c. The Nature of Scientific Thought. Spring 2008. Denis Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction and realism are studied. Readings include such authors as Duhem, Hempel, Kuhn, Popper, Putman, and Quine, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

[**227c. Metaphysics**.]

[**229c. Philosophy in the Twentieth Century**.]

237c. Language and Reality. Fall 2008. Matthew Stuart.

Philosophy of language is a point of intersection for a great many traditional philosophical concerns, including the nature and status of morality, the nature of mind, the existence of God, and the objectivity of science. Answers to these problems ultimately depend in part upon the nature of language, theories, evidence, and meaning. Analyzes and evaluates what the best philosophers of the twentieth century have said about these questions.

241c. Philosophy of Law. Fall 2008. Sarah Conly.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights (e.g., contraception, abortion, and the right to die); the legitimacy of restrictions on speech and expression (e.g., pornography, hate speech); the nature of equality rights (e.g., race and gender); and the right to liberty (e.g., homosexuality).

258c. Environmental Ethics. Spring 2009. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258**.)

291c–294c. Intermediate Independent Study in Philosophy. The Department.

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

337c. Hume. Fall 2007. Matthew Stuart.

An examination of Hume's metaphysics and epistemology, focusing on his masterpiece, *A Treatise of Human Nature*. This work—completed when the author was only 26—was largely ignored during his lifetime, but is now recognized as the high-water mark of British Empiricism. Topics to include Hume's theories about cognition, imagination, causality, inductive reasoning, free will, personal identity, miracles, and moral evaluation.

Prerequisite: **Philosophy 112** or permission of the instructor.

346c. Philosophy of Gender: Sex and Love. Fall 2007. Sarah Conly.

Issues of sex and love preoccupy us but may not be well understood. Considers what "counts" as having sex, why that matters, and what it is to love someone. These and other relevant topics are explored through readings and discussion. (Same as **Gay and Lesbian Studies 346** and **Gender and Women's Studies 346**.)

392c. Advanced Topics in Environmental Philosophy. Spring 2009. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, benefit-cost analysis vs. the precautionary principle as a decision-making instrument, and the relationship between justice and sustainability. (Same as **Environmental Studies 392**.)

399c. Advanced Seminar. Spring 2009. Sarah Conly and Matthew Stuart.

An in-depth examination of a topic of current philosophical interest. Students read recent books or journal articles and invite the authors of those works to discuss them with the group. Typically, this involves visits by three guest philosophers per semester. Limited to philosophy majors; others with permission of the instructor. May be repeated for credit.

401c–404c. Advanced Independent Study and Honors in Philosophy. The Department.

Physics and Astronomy

Professors: Stephen G. Naculich, Dale A. Syphers
Associate Professors: Mark Battle, Thomas Baumgarte, Madeleine Msall, *Chair*
Lecturer: Karen Topp
Laboratory Instructors: Sarah Christian, Kenneth Dennison
Department Coordinator: Dominica Lord-Wood

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page 45. A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

The following requirements affect students beginning with the class of 2010. All others should consult with the department. A student majoring in physics is expected to complete **Mathematics 161**, **171**, **Physics 103**, **104**, **223**, **229**, one 300-level methods course (**Physics 300**, **301**, or **302**), and three additional approved courses above **104** (one of which may be **Mathematics 181** or above). At least five physics courses must be taken at Bowdoin.

For honors work, a student is expected to complete **Mathematics 181**, and **Physics 103**, **104**, **223**, **229**, **300**, **310**, **451**, and four additional courses, two of which must be at the 300 level, and one of which may be in mathematics above **Mathematics 181**.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin physics courses numbered **103** or higher, at least one of which is **Physics 104**.

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See pages 206 and 210.

Prerequisites

Students must earn a grade of C– or above in any prerequisite physics course.

Introductory, Intermediate, and Advanced Courses

50a. Physics of Musical Sound. Fall 2007. Karen Topp.

An introduction to the physics of sound, specifically relating to the production and perception of music. Topics include simple vibrating systems; waves and wave propagation; vibration spectra; resonance; concepts of pitch, timbre, volume; understanding intervals, scales, tuning, and temperament; how various musical instruments and the human voice work. Students who have credit for or are concurrently taking any physics course numbered 100 or above do not receive credit for this course.

62a - MCSR, INS. Contemporary Astronomy. Fall 2007. Dale Syphers.

A mix of qualitative and quantitative discussion of topics including the night sky, the solar system and its origin, the nature of stars and galaxies, stellar evolution, and the formation and evolution of the universe. Several night-time observing sessions are required. Students who have credit for or are concurrently taking any physics course numbered 100 or above do not receive credit for this course.

80a - INS. Light and Color. Spring 2008. Stephen Naculich.

An introduction to the physics of light and color. Explores the dual nature of light as wave and particle, the different physical and chemical causes of color in nature, and how light and color are perceived by the eye and brain. Topics include rainbows, mirages, the color of the sky, and other natural phenomena; as well as technological applications such as cameras, telescopes, color television monitors. These and other examples are used to illustrate the optical phenomena of reflection, refraction, interference, diffraction, polarization, scattering, and fluorescence. Students who have credit for or are concurrently taking any physics course numbered 100 or above do not receive credit for this course.

[81a - INS. Physics of the Environment. (Same as **Environmental Studies 81**.)]

103a - MCSR, INS. Introductory Physics I. Every semester. Fall 2007. Thomas Baumgarte and Stephen Naculich. Spring 2008. Karen Topp.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. The course shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or **171** or higher, or permission of the instructor.

104a - MCSR, INS. Introductory Physics II. Every semester. Fall 2007. Madeleine Msall. Spring 2008. Dale Syphers.

An introduction to the interactions of matter and radiation. Topics include: the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

162a - INS. Stars and Galaxies. Spring 2008. Thomas Baumgarte.

A quantitative introduction to astronomy, with emphasis on stars, stellar dynamics, and the structures they form, from binary stars to galaxies. Topics include the night sky, stellar structure and evolution, white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. Several nighttime observing sessions are required. Intended for both science majors and non-majors who are secure in their mathematical skills. A working familiarity with algebra, trigonometry, geometry, and calculus is expected. Does not satisfy pre-med or other science departments' requirements for a second course in physics.

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

223a - INS. Electric Fields and Circuits. Every fall. Fall 2007. Mark Battle.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

Prerequisite: **Physics 104** or permission of the instructor.

224a. Quantum Physics and Relativity. Every spring. Spring 2008. Stephen Naculich.

An introduction to two cornerstones of twentieth-century physics, quantum mechanics, and special relativity. The introduction to wave mechanics includes solutions to the time-independent Schrödinger equation in one and three dimensions with applications. Topics in relativity include the Galilean and Einsteinian principles of relativity, the "paradoxes" of special relativity, Lorentz transformations, space-time invariants, and the relativistic dynamics of particles. Students who have credit for or are concurrently taking **Physics 275**, **310**, or **375** do not receive credit for this course.

Prerequisite: **Physics 104** or permission of the instructor.

229a. Statistical Physics. Every spring. Spring 2008. Madeleine Msall.

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** or permission of the instructor.

235a. Engineering Physics. Spring 2008. Dale Syphers.

Examines the physics of materials from an engineering viewpoint, with attention to the concepts of stress, strain, shear, torsion, bending moments, deformation of materials, and other applications of physics to real materials, with an emphasis on their structural properties. Also covers recent advances, such as applying these physics concepts to ultra-small materials in nano-machines. Intended for physics majors and architecture students with an interest in civil or mechanical engineering or applied materials science.

Prerequisite: **Physics 104** or permission of the instructor.

240a. Modern Electronics. Every other spring. Spring 2009. The Department.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: **Physics 103** or **104**, or permission of the instructor.

250a. Acoustics. Fall 2007. Mark Battle.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, providing a technical understanding of our aural experiences.

Prerequisite: **Physics 104** or permission of the instructor.

251a. Physics of Solids. Every other spring. Spring 2008. Madeleine Msall.

Solid state physics describes the microscopic origin of the thermal, mechanical, electrical and magnetic properties of solids. Examines trends in the behavior of materials and evaluates the success of classical and semi-classical solid state models in explaining these trends and in predicting material properties. Applications include solid state lasers, semiconductor devices and superconductivity. Intended for physics, geology, or chemistry majors with an interest in materials physics or electrical engineering.

Prerequisite: **Physics 104** or permission of the instructor.

[**255a. Physical Oceanography**. (Same as **Environmental Studies 255**.)]

[**256a. Atmospheric Physics**. (Same as **Environmental Studies 259** and **Geology 256**.)]

262a. Astrophysics. Every other year. Fall 2008. Thomas Baumgarte.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104** or permission of the instructor.

280a. Nuclear and Particle Physics. Every other spring. Spring 2009. The Department.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 104** or permission of the instructor.

291a–294a. Intermediate Independent Study in Physics. The Department.

Topics to be arranged by the student and the faculty. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Spring 2008. Thomas Baumgarte. Fall 2008. The Department.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Physics 104** and **Mathematics 181**, or permission of the instructor.

301a. Methods of Experimental Physics. Every spring. Spring 2008. Mark Battle.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

302a. Methods of Computational Physics. Every other year. Fall 2007. Thomas Baumgarte.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques. Basic knowledge of a programming language is expected.

Prerequisite: **Physics 104** or permission of the instructor.

310a. Introductory Quantum Mechanics. Every fall. Fall 2007. Stephen Naculich.

A mathematically rigorous development of quantum mechanics, emphasizing the vector space structure of the theory through the use of Dirac bracket notation. Linear algebra will be developed as needed.

Prerequisite: **Physics 300** or permission of the instructor.

320a. Electromagnetic Theory. Every other fall. Fall 2007. Madeleine Msall.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300**, or permission of the instructor.

357a. The Physics of Climate. Spring 2008. Mark Battle.

A rigorous treatment of the Earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Environmental Studies 357** and **Geology 357**.)

Prerequisite: **Physics 229**, **255**, **256**, or **300**, or permission of the instructor.

370a. Advanced Mechanics. Every other spring. Spring 2009. The Department.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

401a–404a. Advanced Independent Study in Physics. The Department.

Topics to be arranged by the student and the faculty. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors in Physics. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, astrophysics, relativity, ultrasound, and atmospheric physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: Permission of the instructor.

Psychology

Professors: Barbara S. Held, Louisa M. Slowiaczek
Associate Professors: Suzanne Lovett, *Chair;* Samuel P. Putnam; Paul Schaffner
Joint Appointments with Neuroscience: Associate Professor Richmond R. Thompson,
Assistant Professor Seth J. Ramus
Senior Department Coordinator: Donna M. Trout

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 229–30). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses. These courses are selected by students with their advisors and are subject to departmental review. Each student must take the first-year seminar **Psychology 10** or introductory course **Psychology 101**, either of which will serve as a prerequisite to further study in the major. The remaining nine courses include **Psychology 251** and **252**; two laboratory courses numbered 260–279 (completed, if possible, before the senior year); two advanced (300-level) courses; and three electives numbered 200 or above. Note that either **Psychology 10** or **101**, but not both, may count toward the major requirement. In addition, either **Psychology 275** or **276**, but not both, may count toward the two-course laboratory requirement. Similarly, either **Psychology 320** or **321**, but not both, may count toward the two-advanced-course requirement; and no more than one course from among **Psychology 315**, **316**, **318**, and **319** may count toward the two-advanced-course requirement. Independent study courses at any level count as electives, but do not count toward the laboratory requirement or the advanced-course requirement. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

To fulfill a major (or minor) requirement in psychology, or to serve as a prerequisite for another psychology course, a grade of C- or better must be earned in a course, with the following exception. **Psychology 10** or **101** may be taken on a Credit/D/Fail basis; it will count toward the major (or minor) and serve as a prerequisite if Credit is earned in the course.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 10** or **101** during their first year at Bowdoin and to enroll in **Psychology 251** and **Psychology 252** their second year. Students must take **Psychology 251** before **252**, and both before they take their laboratory courses, except for those labs that allow concurrent enrollment in **252**. Only juniors and seniors are allowed to enroll in the advanced courses. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should consult with members of the department in planning their off-campus study program and speak to the chair of the department regarding transfer of credit toward the major; laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises six courses, including the first-year seminar **Psychology 10** or introductory course **Psychology 101**, **Psychology 251** and **252**, and one laboratory course. Note that either **Psychology 10** or **101**, but not both, may count toward the minor requirement.

AP/IB Policy

Students who received an AP score of 4 or higher on the psychology exam receive one AP credit, are considered to have met the prerequisite for courses requiring **Psychology 10** or **101**, and earn one course credit toward the major or minor. Students who received an IB score (higher level) of 5 or higher on the psychology exam receive one IB credit, are considered to have met the prerequisite for courses requiring **Psychology 10** or **101**, and earn one course credit toward the major or minor. No AP or IB credit for psychology is awarded if a student takes **Psychology 10** or **101**. Students do not receive duplicate credit for AP and IB exams in psychology.

Requirements for the Major in Neuroscience

See Neuroscience, pages 229–30.

COURSES IN PSYCHOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

10b. What's on Your Mind? An Introduction to the Brain and Behavior. Every fall. Seth J. Ramus.

Introductory Courses

101b. Introduction to Psychology. Every semester. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every fall. Samuel P. Putnam. Every spring. Suzanne Lovett.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 10** or **101**.

211b. Personality. Every fall. Barbara S. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 10** or **101**.

212b. Social Psychology. Every spring. Paul Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 10** or **101**, or **Sociology 101**.

216b. Cognitive Psychology. Every fall. Louisa M. Slowiaczek.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 10** or **101**.

217a. Neuropsychology. Every other spring. Spring 2009. Seth J. Ramus.

An introduction to the brain basis of behavior, concentrating on the contributions from studies of brain damaged and brain dysfunctional patients. Focuses on the contributions of neurology and experimental and clinical neuropsychology to the understanding of normal cognitive processes. Topics include neuroanatomy, amnesia, aphasia, agnosia, and attentional disorders, in particular those implicated in various spatial neglect syndromes.

Prerequisite: **Psychology 10** or **101**.

218a. Physiological Psychology. Every spring. Richmond R. Thompson.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: **Psychology 10** or **101**, or one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**.

251b. Research Design in Psychology. Every fall. Paul Schaffner. Every spring. Louisa M. Slowiaczek.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 10** or **101**.

252a - MCSR. Data Analysis. Every fall. Suzanne Lovett. Every spring. Seth J. Ramus.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 10** or **101**, and one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**.

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Psychology. Every spring. Barbara S. Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

259b. Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.

Prerequisite: **Psychology 211**.

260b. Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.

Prerequisite: **Psychology 211** and **251**, and previous credit or concurrent registration in **Psychology 252**.

270b. Laboratory in Cognition. Every fall. Louisa M. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216**, **251**, and **252**.

274b. Laboratory in Group Dynamics. Every fall. Paul Schaffner.

Principles and methods of psychological research, as developed in **Psychology 251** and **252**, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior.

Prerequisite: **Psychology 211** or **212**, **251**, and previous credit or concurrent registration in **Psychology 252**.

275a - INS. Laboratory in Behavioral Neuroscience: Social Behavior. Every spring. Richmond R. Thompson.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and previous credit or concurrent registration in **Psychology 252**.

276a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory. Every fall. Seth J. Ramus.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and previous credit or concurrent registration in **Psychology 252**.

277b. Research in Developmental Psychology. Every spring. Samuel P. Putnam.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210**, **251**, and **252**.

Advanced Courses

309b. Philosophy, Psychology, and Psychotherapy. Every fall. Barbara S. Held.

As conventional assumptions about the discipline of psychology are increasingly challenged, many psychologists are returning to psychology's roots in philosophy for guidance. Examines the intersection of philosophy and psychology in general, and clinical psychology in particular. Topics include such ontological issues as the nature of personhood, the self, mental health/psychopathology, agency, free will *vs.* determinism, and change/transformation. Also examines such epistemological issues as the nature of psychological knowledge/truth, self-knowledge, rationality, justification for knowledge claims, and methods for obtaining justified knowledge claims. Emphasizes current debates about what a proper science or study of (clinical) psychology and psychotherapy should be.

Prerequisite: One of the following: **Psychology 259** or **260**, **Philosophy 210**, **226**, **227**, **237**, or **399**, or permission of the instructor.

315a. Hormones and Behavior. Every other fall. Fall 2008. Richmond R. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**.

316a. Comparative Neuroanatomy. Every other fall. Fall 2007. Richmond R. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**.

317b. The Psychology of Language. Every spring. Louisa M. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216** and previous credit or concurrent registration in one psychology course numbered **260–279**.

[**318a**. **Comparative Animal Cognition**.]

319a. **Memory and Brain**. Every other spring. Spring 2008. Seth J. Ramus.

Advanced seminar exploring the biological basis of learning and memory from a cellular to a systems-level of analysis, providing insights into the mechanisms and organization of neural plasticity. Includes topics in molecular neuroscience, neurophysiology, neuropharmacology, and systems neuroscience. Discussions include evaluation of current research and theories, as well as a historical perspective.

Prerequisite: **Psychology 218** or **Biology 213** and previous credit or concurrent registration in one psychology course numbered **260–279** or one biology laboratory course numbered above **199**.

320b. **Social Development**. Every fall. Samuel P. Putnam.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisite: **Psychology 210**, **251**, and **252**.

321b. **Cognitive Development**. Every spring. Suzanne Lovett.

Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

Prerequisite: **Psychology 210**, **251**, and **252**.

325b. **Organizational Behavior**. Every spring. Paul Schaffner.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: One psychology course numbered **260–279**.

Independent Study and Honors

291b–294b. **Intermediate Independent Study in Psychology**.

401b–404b. **Advanced Independent Study and Honors in Psychology**.

Religion

Joint Appointment with Asian Studies: Professor John C. Holt**
Joint Appointment with Anthropology: Visiting Associate Professor Sunil Goonasekera
Associate Professor: Jorunn J. Buckley, *Chair*
Assistant Professor: Elizabeth A. Pritchard
Department Coordinator: Lynn A. Brettler

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least eight courses in religion. Required courses include **Religion 101** (**Introduction to the Study of Religion**); three courses at the 200 level, including one each from the following three designated areas: (1) **Religion 215** (**The Hebrew Bible in Its World**), or **Religion 216** (**The New Testament in Its World**); (2) **Religion 249** (**Monotheism and Masculinity**), or **Religion 250** (**Western Religious Thought in Modern and Postmodern Contexts**), or **Religion 251** (**Christianity, Culture and Conflict**), or **Religion 252** (**Marxism and Religion**); (3) **Religion 222** (**Theravada Buddhism**), or **Religion 223** (**Mahayana Buddhism**); and **Religion 390** (**Theories about Religion**). In addition, candidates for honors complete a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. In order to enroll in **Religion 390**, a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified non-majors with permission of the instructor. Normally, no more than three courses taken at other colleges or universities will count toward the major.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101**, three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390**.

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 147–57.

14c. Heresy and Orthodoxy. Fall 2007. Jorunn Buckley.

[**15c. Religion, Violence, and Secularization**.]

Introductory Courses

101c - ESD. Introduction to the Study of Religion. Spring 2008. Elizabeth Pritchard.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and Western contexts.

[**125c. Entering Modernity: European Jewry**. (Same as **History 125**.)]

142c. Philosophy of Religion. Spring 2009. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Philosophy 142**.)

Intermediate Courses

204c. Science, Magic, and Religion. Spring 2008. Dallas Denery.

Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. (Same as **History 204**.)

208c,d - ESD. Islam. Spring 2008. Jorunn Buckley.

Furnishes a non-apologetic outline of Islam while tackling anti-Islamic prejudices common in general American culture. Selected themes include the religion's own terminological apparatus and categories of understanding, ritual and ethics, religious and secular leadership, mystical traditions, and modernity issues. In the interest of balance, there is an emphasis on including works by Muslims, especially regarding central topics in modern Islam.

[**209c,d - ESD. Gender in Islam**. (Same as **Gender and Women's Studies 209**.)]

[**215c - ESD. The Hebrew Bible in its World**.]

216c - ESD. The New Testament in its World. Fall 2007. Jorunn Buckley.

Situates the Christian New Testament in its Hellenistic cultural context. While the New Testament forms the core of the course, attention is paid to parallels and differences in relation to other Hellenistic religious texts; Jewish, (other) Christian, and pagan. Religious leadership, rituals, secrecy, philosophy of history, and salvation are some of the main themes.

[**222c,d - ESD, IP. Theravada Buddhism**. (Same as **Asian Studies 242**.)]

[**223c,d - IP. Mahayana Buddhism**. (Same as **Asian Studies 223**.)]

224c,d. Religiosities of South Asia. Spring 2008. Sunil Goonasekera.

Focuses on varieties of indigenous religious expressions in South Asia and covers salvation religions such as Buddhism, Hinduism, Jainism, Sikkhism, Yoga, and Tantra, as well as minor religions such as astrology, demonology, spirit possession, sorcery, witchcraft, and magic specific to the region. Includes discussions of monastic traditions of Buddhism, Hinduism, and Jainism. South Asian religious traditions prescribe a variety of monastic practices ranging from rigorous self-mortification culminating in death to the middle path recommended by Buddhism to complete rejection of monasticism in orthodox Hinduism. Explores the connection between these religious ideals and the everyday life of their adherents, as well as their relationships with nationalistic political movements. (Same as **Asian Studies 221**.)

225c,d - ESD, IP. Religion and Political Violence in South Asia. Fall 2007. Sunil Goonasekera.

Religion is a universal phenomenon that touches, if not dominates, daily life and is a force that can compel people to be both perpetrators and victims of violence. Sociological and anthropological studies point to social, political, economic, cultural, legal, and psychological facts that propel individuals and groups to use violence and justify its use by bringing violence into a religious context. Seeks to understand the relationship between religion and violence and the causes and effects of that relationship. Specifically addresses these issues in South Asian cultural systems. (Same as **Anthropology 223** and **Asian Studies 226**.)

[**230c. Anthropology of Religion**. (Same as **Anthropology 207**.)]

[**246b. Religion and Politics**. (Same as **Government 246**.)]

[**249c - ESD. Monotheism and Masculinity**. (Same as **Gender and Women's Studies 238**.)]

[**250c. Western Religious Thought in the Modern and Postmodern Contexts**.]

251c. Christianity, Culture, and Conflict. Fall 2007. Elizabeth Pritchard.

An introduction to the diversity and contentiousness of Christian thought and practice. This diversity is explored through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

252c. Marxism and Religion. Spring 2008. Elizabeth Pritchard.

Despite Karl Marx's famous denunciation of religion as the "opiate of the masses," Marxism and religion have become companionable in the last several decades. Examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, who combine Marxist convictions and analyses with religious commitments in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, José Miguez Bonino, and philosophers Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Cornel West.

253c - ESD. Women in Religion. Fall 2007. Elizabeth Pritchard.

An analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism, the goddess movement as alternative society, and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Material drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Gender and Women's Studies 256**.)

[**275b - ESD. Comparative Mystical Traditions**.]

289. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2007. Sree Padma.

Focuses include: (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. One-half credit. (Same as **Asian Studies 289**.)

291c–294c. Intermediate Independent Study in Religion. The Department.

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. **Religion 390** is required for majors, and normally presupposes that four of eight required courses have been taken.

310c - ESD. Gnosticism. Spring 2008. Jorunn Buckley.

The term "gnosticism," from the Greek "knowledge," encompasses a variety of religious movements and texts, dating to the first Christian centuries. Most forms of Gnosticism are now extinct, but were closely related to Judaism and Christianity, posing alternative views of the supreme divinity in those traditions. Places the Gnostic phenomenon in its religious-cultural context and highlights Gnostic mythologies, rituals, and ethics. Texts are drawn from the *Nag Hammadi*, the early Christian Church fathers, Mandaeism, and Manichaeism.

319c,d. Religion and Fiction in Modern South Asia. Fall.2007. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels, including Salman Rushdie (*Midnight's Children, The Satanic Verses*), V. S. Naipaul (*An Area of Darkness, India: A Million Mutinies Now?*), Gita Mehta (*A River Sutra*), etc. Part of the **Other Modernities** course cluster in the Asian Studies program (see page 70). (Same as **Asian Studies 319**.)

[**339c,d - ESD, IP. Religion in Southeast Asia**. (Same as **Asian Studies 339**.)]

[**360c,d. Religion and Politics in African History**. (Same as **Africana Studies 360** and **History 360**.)]

390c. Theories about Religion. Fall 2007. John Holt.

Seminar focused on how religion has been explained and interpreted from a variety of intellectual and academic perspectives from the sixteenth century to the present. In addition to a historical overview of religion's interpretation and explanation, the focus also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

Prerequisite: **Religion 101**.

401c–404c. Advanced Independent Study and Honors in Religion. The Department.

Romance Languages

Professors: John H. Turner, William C. VanderWolk
Associate Professors: Elena Cueto-Asín, Charlotte Daniels, *Chair;* Katherine Dauge-Roth, Arielle Saiber, Enrique Yepes
Assistant Professors: Nadia V. Celis, Gustavo Faverón-Patriau, Margaret Hanétha Vété-Congolo*
Visiting Assistant Professor: Karen U. Lindo
Lecturers: Anna Rein, Paola D'Amato
Visiting Lecturers: Valérie Guillet, Eugenia Wheelwright
Visiting Instructors: Matteo Soranzo, Carolyn Wolfenzon
Teaching Fellows: Romain Appriou, Nicolina Ferruzza, María Eugenia Rodríguez, Sébastien Roudier
Department Coordinator: Kate Flaherty

The Department of Romance Languages offers courses in French, Italian, and Spanish language, literature, and culture. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum designed to prepare students for teaching, international work, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in the Department of Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Spanish, and Italian). All majors are expected to achieve breadth in their knowledge of the French-, Italian-, and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as art history, Latin American studies, history, English, and Africana studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**. Spanish majors will complete **Spanish 205**. * Students must achieve a grade of C or higher in all prerequisite courses.

Majors in French and Spanish will complete at least two of the following four courses before taking 300-level topics courses: **207**, **208**, **209**, and **210** (or their equivalent in a study-abroad program). Of these two courses, one must be in the culture sequence (**207**, **208**) and the other in literature (**209**, **210**). Students who do not take **French 209** or **Spanish 209** are strongly advised to take a 300-level course that deals with pre-1800 French or Hispanic literature and culture. During their senior year, French majors will take a seminar.

For students majoring in Romance languages, the nine courses above **204** required for the major will include either **209** or **210** (or their equivalent in a study-abroad program) in two languages, one culture course (**207** or **208**) in two languages, plus one senior seminar. All majors in Spanish, French, and Romance languages will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Students who study abroad for one semester will receive a maximum of three credits toward the major. Those who study abroad for the academic year will receive a maximum of four credits toward the major. Prospective majors are expected to have completed **French**, **Spanish**, or **Italian 205** and either **207**, **208**, **209**, or **210** before the end of their sophomore year.

Spanish Major Requirements

Nine courses above **Spanish 204***, including:

1. **Spanish 205**
2. two of the following four courses (one from **207**, **208**; one from **209**, **210**; or the equivalent in study abroad):
   Spanish 207
   Spanish 208
   Spanish 209
   Spanish 210
3. three courses at the 300 level– at least two 300-level courses must be taken at Bowdoin

French Major Requirements

Nine courses above **French 204***, including:

1. two of the following four courses (one from **207**, **208**; one from **209**, **210**, or the equivalent in study abroad):
   French 207
   French 208
   French 209
   French 210
2. three courses at the 300 level, including **French 351** (senior seminar) – at least two 300-level courses must be taken at Bowdoin.

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* or eight courses above **204** for students beginning in **101**, **102**, or **203**.

Romance Languages Major Requirements

Nine courses above **204**, including:

1. **Spanish 207** or **208** (or the equivalent in study abroad)
2. **French 207** or **208** (or the equivalent in study abroad)
3. **Italian 208** (or the equivalent in study abroad), if combining Spanish *or* French with Italian
4. **Spanish 209** or **210** (or the equivalent in study abroad)
5. **French 209** or **210** (or the equivalent in study abroad)
6. three courses at the 300 level, including one senior seminar

Requirements for Minors in Romance Languages

Students may declare a minor in French, Italian, or Spanish. The minor consists of at least three courses at Bowdoin in one language above **204**, including one 300-level course. The Italian minor may include one course from abroad.

Placement

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

FRENCH

101c. Elementary French I. Every fall. Fall 2007. Valérie Guillet.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. A limited number of spaces are available for juniors and seniors.

102c. Elementary French II. Every spring. Spring 2008. Charlotte Daniels.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or the equivalent.

203c. Intermediate French I. Every fall. Fall 2007. Charlotte Daniels and Valérie Guillet.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2008. Katherine Dauge-Roth and Hanétha Vété-Congolo.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2007. William VanderWolk.

Conversation and composition based on a variety of contemporary films and texts about France and Francophone countries. Grammar review and frequent short papers. Emphasis on student participation including short presentations and debates. Three hours per week plus one weekly viewing session for films and weekly conversation session with teaching fellow.

Prerequisite: **French 204** or placement.

207c,d - IP. Francophone Cultures. Every fall. Fall 2007. Karen Lindo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. (Same as **Africana Studies 207** and **Latin American Studies 206**.)

Prerequisite: **French 205** or permission of the instructor.

208c - ESD, IP. Contemporary France through the Media. Every spring. Spring 2008. Charlotte Daniels and Katherine Dauge-Roth.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country.

Prerequisite: **French 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Every fall. Fall 2007. Katherine Dauge-Roth.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts.

Prerequisite: **French 205** or permission of the instructor.

210c - IP. Introduction to the Study and Criticism of Modern French Literature. Every spring. Spring 2008. William VanderWolk.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or permission of the instructor.

310-329c. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period.

[314c. Paris and Its Artists.]

[316c. French Theatre Production.]

322c,d. Voices of Women, Voices of the People. Spring 2008. Hanetha Vete-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated — womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation — are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Ba, Animata Sow Fall (Senegal); Maryse Conde, Gisele

Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Cesaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haiti). (Same as **Gender and Women's Studies 323**.)

Prerequisite: **French 207** or **208**, and **French 209** or **210**, or permission of the instructor.

323c. Murder, Monsters, and Mayhem: The *fait divers* in Literature and Film. Fall 2007. Katherine Dauge-Roth.

Examines the *fait divers*, a news item recounting an event of a criminal, strange, or licentious nature, as a source for literary and cinematographic production. Traces the development of the popular press and its relationship to the rise of the short story. Explores how literary authors and filmmakers past and present find inspiration in the news and render "true stories" in their artistic work. Readings may include selections from Rosset, J-P. Camus, Le Clézio, Cendrars, Beauvoir, Duras, Genet, Modiano, Bon, newspapers, and tabloids.

Prerequisite: **French 207** or **208**, and **French 209** or **210**, or permission of the instructor.

[**326c. Writing Corporeality in Early Modern France**.]

327c. Love, Letters, and Lies. Fall 2007. Charlotte Daniels.

A study of memoir novels, epistolary novels (letters) and autobiography. What does writing have to do with love and desire? What is the role of others in the seemingly personal act of "self-expression?" What is the truth value of writing that circulates in the absence of its author? These and other related issues are explored in the works of the most popular writers of eighteenth-century France: Prévost, Graffigny, Laclos, and Rousseau. Conducted in French.

Prerequisite: **French 209** or **210**, or permission of the instructor.

[**330c,d. Francophone Caribbean and African Literature and Cinema: Rewriting History through Words and Images**.]

351c. Senior Seminar for French Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year. This course is required for the major in French or Romance Languages.

War and Memory. Spring 2008. William VanderWolk.

Fiction and film recalling several French wars and their effect on individuals. The power of individual memory and creativity in the formation of the French collective memory of these events. Authors and filmmakers may include Maupassant, Japrisot, Camus, Duras, Modiano, Renoir, Resnais, and Ophuls.

Prerequisite: **French 207** or **208**, and **French 209** or **210**, or permission of the instructor.

401c–404c. Independent Study and Honors in French. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2007. Anna Rein.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2008. Paola D'Amato.

Continuation of **Italian 101**. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or the equivalent.

203c. Intermediate Italian I. Every fall. Fall 2007. Paola D'Amato.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

204c. Intermediate Italian II. Every spring. Spring 2008. Anna Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

205c. Advanced Italian I. Every fall. Fall 2007. Arielle Saiber.

Designed to increase the student's fluency in spoken and written Italian through the use of a large variety of cultural materials and media. The "texts" include literature, newspapers, magazines, the Internet, film, and television. Weekly written assignments introduce students to different writing styles, such as formal letters, restaurant reviews, love poetry, news briefs, and literary analyses. Weekly presentations, vocabulary-building exercises, and situational activities. Three class hours per week and one weekly conversation session with an assistant. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

[221c - IP. Mona Lisa and the Mafia: Italian Culture through the Centuries.]

[222c. Dante's *Divine Comedy*.]

232c - ESD. How To Do It: Guides to the Art of Living Well in the Italian Renaissance. Spring 2008. Arielle Saiber.

How can I get rich? How can I obtain power and keep it? What are "the rules" for love, sex, finding a spouse? How can I appear to be of a social class higher than I am? How can I stop being depressed? Such timeless questions were answered in innumerable advice and "how-to" manuals in the Italian Renaissance, a pre-modern period in which thoughts of self-fashioning and self-inquiry proliferated like never before. Explores a large selection of serious and satirical advice manuals on health, marriage, family, religion, education, money-making, diplomacy, war, etiquette, and patronage, etc., and draws parallels to the advice sought and given in the name of "self-help" today. Included are works such as Machiavelli's *The Prince*, Castiglione's *Book of the Courtier*, Della Porta's *Natural Magic*, Della Casa's *Galateo of Manners*, and Ficino's *Book of Life*. Conducted in English.

[**250b**. **The Worlds of Venice**. (Same as **Anthropology 250**.)]

252b. **Made in Italy**: **Anthropology of Modern Italy**. Fall 2007. Pamela Ballinger.

Examines society and culture in contemporary Italy, focusing on debates over what it means to be "Italian." First examines historical projects concerned with "making Italians," ranging from the Risorgimento (Italian unification) to fascism to the triumph of consumer culture after World War II, then turns to both continuities and transformations in socio-cultural practices in Italy today. Topics covered include food, social practices such as the "passeggiata" (or promenading), the commodification of Italian identity through things like fashion and tourism, the strength of local and regional identities, and the North/South divide. Particular attention is paid to the politics of immigration, as a country that long exported labor now becomes a site of immigration. (Same as **Anthropology 252**.)

Prerequisite: **Anthropology 101** or **244**, or **Italian 221**.

309c. **Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature**. Fall 2007. Arielle Saiber.

An introduction to the literary tradition of Italy from the Middle Ages through the early Baroque period. Focus on major authors and literary movements in their historical and cultural contexts. Conducted in Italian.

Prerequisite: **Italian 205** or permission of the instructor.

[**312c**. **Hallucinatory Landscapes**: **The Fantastic in Italian Film and Literature**.]

314c. **Italian Theater**. Spring 2008. Arielle Saiber.

In the first half of the semester students study seven Italian plays and are introduced to the history of Italian theater. Students read, analyze, and produce scenes from Italian plays. At the end of the semester, student groups produce, direct, and perform a play or scenes from a variety of plays. Authors may include Ariosto, Della Porta, Machiavelli, Bruno, Gozzi, Goldoni, Alfieri, D'Annunzio, Pirandello, Bontempelli, De Filippo, Maraini, and Fo. Conducted in Italian.

Prerequisite: **Italian 208** or permission of the instructor.

401c–404c. **Independent Study in Italian**. The Department.

SPANISH

101c. **Elementary Spanish I**. Every fall. Fall 2007. Genie Wheelwright.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills. **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish.

102c. **Elementary Spanish II**. Every spring. Spring 2008. The Department.

Continuation of **Spanish 101**. Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or the equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2007. John Turner and Enrique Yepes.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Every spring. Spring 2008. Genie Wheelwright.

Three class hours per week and one weekly conversation session with the assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every fall. Fall 2007. Nadia Celis and Gustavo Faverón-Patriau.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Latin American Studies 205**.)

Prerequisite: **Spanish 204** or placement.

207c,d - ESD, IP. Latin American Cultures. Spring 2008. Gustavo Faverón-Patriau.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish. (Same as **Latin American Studies 207**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

208c - IP. Spanish Culture. Fall 2007. Elena Cueto-Asín.

Through the study of Spanish literature, film, history, and journalism, examines different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish. Not open to students who have credit for a 300-level course in Spanish.

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

209c - IP. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2007. John Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context. (Same as **Latin American Studies 209**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

210c - IP. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2008. Nadia Celis.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context. (Same as **Latin American Studies 210**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

310c-339c. Topics in Hispanic Literary and Cultural Studies. Every year. The Department.

Designed to provide advanced students with the opportunity to deepen the study of specific aspects of the cultural production from the Spanish-speaking world. Conducted in Spanish.

[**321c,d. Reading Modern Poetry in the Americas**. (Same as **Latin American Studies 321**.)]

324c. Twentieth-Century Spanish Theater. Spring 2008. Elena Cueto-Asín.

Examines works by Spanish playwrights of the twentieth century in light of the innovations of the Avant-Garde movements of the 1920s and 1930s, the limitations imposed by censorship under the Franco dictatatorship, and the plurality of voices that emerges during the present democratic period. The study of plays by García Lorca, Buero Vallejo, Arrabal, Diosdado, and others, tracks the evolution of the experimental qualities of the theater, as well as gives special attention to the ways in which political and historical discourses are adapted for the stage. Part of the course includes recitation of scenes.

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**), or permission of the instructor.

325c. Spanish Civil War in Literature and Film. Fall 2007. Elena Cueto-Asin.

The Spanish Civil War is examined as it has been represented in a variety of literary and audiovisual genres (novel, poetry, drama, essay, documentary, photography, cinema) that span seven decades of cultural production. All are driven by a similar desire to interpret, explain, and come to terms with this singular historical event and its traumatic impact on Spanish society.

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**), or permission of the instructor.

[**327c. Reading Spanish Film**.]

[**328c. Don Quijote**.]

[**331c,d. United States-Latino Literature in Spanish**. (Same as **Latin American Studies 331**.)]

332c,d. Poetry and Social Activism in Latin America. Fall 2007. Enrique Yepes.

Considers the aesthetic and thematic problems posed by socially committed poetry during the last 100 years in Spanish America, from the avant-garde to the present. Authors include Mistral, Vallejo, Neruda, Guillén, Cardenal, Belli, and Dalton, among others. (Same as **Latin American Studies 332**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**), or permission of the instructor.

[**337c. Hispanic Short Story**. (Same as **Latin American Studies 337**.)]

338c,d. Shining Path and the End of the World. Fall 2007. Gustavo Faverón-Patriau.

Examines terrorism and the way it is represented in literature and the arts through the study of one particular case—the war between the State and the "Shining Path" Maoist guerrilla that has taken place in Peru during the last three decades. Authors include Mario Vargas Llosa, Fernando Ampuero, Julio Ortega, Alonso Cueto, Daniel Alarcón, as well as filmmakers such as Josué Mendes, Francisco Lombardi, Pamela Yates, and John Malkovich. (Same as **Latin American Studies 338**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**), or **210** (same as **Latin American Studies 210**), or permission of the instructor.

[**339c. Borges and the Borgesian**. (Same as **Latin American Studies 339**.)]

401c–404c. Independent Study and Honors in Spanish. The Department.

Russian

Professor: Jane E. Knox-Voina, *Chair*
Associate Professor: Raymond H. Miller
Teaching Fellow: Binur Kengerbayeva
Department Coordinator: Tammis L. Lareau

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101**, **102** and **203**, **204**; four courses in Russian above **Russian 204**; and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **Government 231, Post-Communist Russian Politics** and **History 218, The Making of Modern Russia**).

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 208–09.

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian-language programs in Moscow, St. Petersburg, Yaroslavl, Voronezh, and Irkutsk that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation

The department offers courses in English that focus on Russian history, literature, and culture. These may be taken by non-majors and include a series of 200-level courses: **Russian 220–251**.

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2007. Jane Knox-Voina.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with a native speaker.

102c. Elementary Russian II. Spring 2008. The Department.

Continuation of **Russian 101**. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2007. Raymond Miller.

A continuation of **Russian 101, 102**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Spring 2008. Raymond Miller.

A continuation of **Russian 203**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

291c–294c. Intermediate Independent Study in Russian. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study).

Prerequisite: **Russian 305** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2007. Jane Knox-Voina.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

307c. Russian Folk Culture. Every other spring. Spring 2009. Raymond Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Every other fall. Fall 2007. Raymond Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2008. Jane Knox-Voina.

An introduction to twentieth-century Russian literature from Symbolism to Postmodernism. Reading of poetry by Blok, Akhmatova, Mayakovsky, Evtushenko, and Okudzhava, along with short prose by Zamiatin, Babel, Zoshchenko, Kharms, Shalamov, Aksenov, Shukshin, Petrushevskaya, Tolstaya, Ulitskaya, Sadur, and Pelevin. Close readings of the assigned works are viewed alongside other artistic texts and cultural phenomena, including the bard song, film, animation, conceptual and sots-art, and rock- and pop-music.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Every other fall. Fall 2008. Jane Knox-Voina.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Russian. The Department.

Individual research in Russian studies. Major sources should be read in Russian. A two-semester project is necessary for honors in Russian.

Prerequisite: One course in Russian above **305**.

IN ENGLISH TRANSLATION

220c - IP. Nineteenth-Century Russian Literature. Fall 2008. Raymond Miller.

Traces the development of Russian realism and the Russian novel in the context of contemporary intellectual history. Specific topics include the Russian response to Romanticism; the rejection of Romanticism in favor of the "realistic" exposure of Russia's social ills; Russian nationalism and literary Orientalism; the portrayal of women and their role in Russian society; the reflection of contemporary political controversies in Russian writing. Authors include Pushkin, Gogol', Lermontov, Belinsky, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some reading in Russian.

221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Spring 2009. Jane Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias, eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Gender and Women's Studies 220**.)

223c. Dostoevsky and the Novel. Every other spring. Spring 2008. Jane Knox-Voina.

Examines Fyodor Dostoevsky's later novels. Studies the author's unique brand of realism ("fantastic realism," "realism of a higher order"), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky's quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author's treatment of urban poverty and the place of women in Russian society.

224c. Dostoevsky or Tolstoy. Fall 2007. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues by both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical, and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Gender and Women's Studies 217**.)

251c,d. Central Asia through Film and Literature. Every fall. Fall 2007. Jane Knox-Voina.

Examination of little-known Central Asian peoples of the former Soviet Union and Mongolia, and the unique challenges facing them at the start of the twenty-first century. Studies the history and culture of this transitional zone, which links West and East, Christianity and Islam, Europe and Asia (Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, Tadjikistan, and Mongolia). Includes examples of Central Asian literature and cinema. Special focus on changes in the socio-economic status of women in the region, and the spirituality (shamanism) and cultural traditions of these groups, as well as the environmental and sociopolitical issues facing them. Addresses questions such as how politicization and industrialization affect the belief systems of the indigenous ethnic groups, their rural or subsistence economies, and their attitude toward the environment; and the present and future international significance of this vast, oil-rich area. (Same as **Gender and Women's Studies 243**.)

Sociology and Anthropology

Professors: Susan E. Bell, Sara A. Dickey†, Scott MacEachern, Craig A. McEwen, Nancy E. Riley
Associate Professors: Pamela Ballinger, *Chair;* Joe Bandy, Susan A. Kaplan, Krista E. Van Vleet
Joint Appointment with Religion: Visiting Associate Professor Sunil Goonasekera
Assistant Professor: Seth Ovadia
Visiting Assistant Professors: Janet K. Lohmann, H. Roy Partridge, Jr., Leslie C. Shaw
Adjunct Lecturer: Coastal Studies Scholar-in-Residence Peter C. Mackelworth
Adjunct Assistant Professor: Anne Henshaw
Department Coordinator: Lori B. Quimby

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101**, **201**, **211**, and **310**. One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101**, **102**, **201**, **203**, and **310**, and one course with an area focus. Students are urged to complete **Anthropology 101**, **102**, **201**, and **203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101**, **201**, and **211**, and two other sociology courses. One of the elective courses may be from off-campus study.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101** and **203**, either **102** or **201**, and an area study course. One of the elective courses may be from off-campus study.

For the *anthropology* major or minor program, one semester of independent study may be counted. For the *sociology* major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Core Courses

The *core courses* in sociology (**101**, **201**, **211**, and **310**) and the *core courses* in anthropology (**101**, **102**, **201**, **203**, and **310**) must be taken at Bowdoin. Courses in which Credit/D/Fail grades are received do not count toward the major or minor. In order for a course to fulfill the major or minor requirements in sociology or anthropology, a grade of C– or above must be earned in that course.

Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology and anthropology. Students are advised to plan study away for their junior year. A student should complete either the **Sociology 201** or **Anthropology 201** research methods course, depending on their major, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

10b,d. Racism. Fall 2007. Roy Partridge.
(Same as **Africana Studies 10**.)

14b. America in the 1970s. Fall 2007. Seth Ovadia.

[**16b. Deviance and Conformity**.]

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Fall 2007. Nancy Riley and Janet Lohmann. Spring 2008. The Department.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Spring 2008. Seth Ovadia.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

[**204b. Families: A Comparative Perspective**. (Same as **Gender and Women's Studies 204**.)]

[**205b – ESD. Urban Sociology**.]

208b,d. Race and Ethnicity. Fall 2007. Seth Ovadia.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States. (Same as **Africana Studies 208**.)

Prerequisite: **Sociology 101**, **Africana Studies 101**, or **Anthropology 101**, or permission of the instructor.

[**209b. Immigration, Culture, and Community**.]

211b. Classics of Sociological Theory. Fall 2007. Susan Bell. Spring 2008. Joe Bandy.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

215b. Criminology and Criminal Justice. Fall 2007. Janet Lohmann.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior, and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

217b,d - ESD. Overcoming Racism. Spring 2008. Roy Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Africana Studies 217**.)

Prerequisite: **Sociology 10** or **101**, or **Anthropology 101**, or permission of the instructor.

218b. Sociology of Law. Spring 2008. Craig McEwen.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

220b - ESD. Class, Labor, and Power. Fall 2007. Joe Bandy.

An examination of social class and the corresponding structures of labor, status, and power in the United States. Surveys a variety of sociological perspectives and applies them to analyze class inequality, labor relations, and social policy. Topics include class stratification, class identity, poverty, corporate power, consumption, labor movements, and the social impacts of new technology and trade.

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**221b - ESD. Environmental Sociology**. (Same as **Environmental Studies 221**.)]

222b. Introduction to Human Population. Spring 2008. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Gender and Women's Studies 224**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**223b - ESD. Cultural Interpretations of Medicine**. (Same as **Gender and Women's Studies 223**.)]

224b - IP. Global Health Matters. Fall 2007. Susan Bell.

Introduces students to international health, healing, and medicine from individual experiences in local contexts to global practices. Locates health and health care within particular cultural, social, historical, and political circumstances. How do these diverse forces shape the organization of health care providers and systems of health care delivery? How do these forces influence people's symptoms, health beliefs, utilization of health care and interactions with health care providers? How are local practices of health and health care linked to large-scale social and economic structures? Topics include structural violence; global pharmaceuticals; the commodification of bodies, organ trafficking and organ transplantation; pregnancy and reproduction.

Prerequisite: **Sociology 101** or **Anthropology 101**.

225b - IP. Globalization and Social Change. Fall 2007. Joe Bandy.

Focuses on social theories related to the international economy and its current restructuring. Explores the impact of globalization on the lives of working people, on the global division of labor, on human rights, on gender inequality, and on the natural environment. Examines the modern history of economic development, and the many social conflicts and resistance movements they have sparked. Touches upon various world regions and their unique positions in the global economy, including Latin America and East Asia. (Same as **Latin American Studies 225**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

233b. Asian American Experience. Spring 2008. Nancy Riley.

Explores the experience of Asian Americans in contemporary U.S. society, examining a variety of issues, including the role of immigration and immigration policy, the advantages and disadvantages of the promotion of a pan-Asian culture, the particular experiences of different Asian cultures in the United States and the role of gender in these experiences. In the process, examines how the Asian American experience is similar to and departs from the experience of other groups in the United States today, and how it adds to our understanding of race and ethnicity.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[**251b. Sociology of Health and Illness**.]

253b. Constructions of the Body. Spring 2008. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout, draws from and compares theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gay and Lesbian Studies 253** and **Gender and Women's Studies 253**.) *Note:* This course is being offered as part of a three-course cluster called **Artworks and Social Change**. The other two courses are **Visual Arts 265**, **Public Art** and **Visual Arts 380**, **Photo Seminar**. Attendance is required at a series of lectures by leading artists and scholars who will address this topic. The lectures are scheduled every other week and typically take place on Wednesday evenings.

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**261b,d. Contemporary Chinese Society, Part 1**. (Same as **Asian Studies 261**.)]

[**262b,d. Contemporary Chinese Society, Part 2**. (Same as **Asian Studies 262**.)]

[**265b,d. Gender and Family in East Asia**. (Same as **Asian Studies 264** and **Gender and Women's Studies 265**.)]

[**275b - ESD. Cultural Encounters with/in Hawai'i**.]

291b–294b. Intermediate Independent Study in Sociology. The Department.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2008. Susan Bell and Joe Bandy.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 211** or permission of the instructor.

312b. Resistance and Accommodation: Comparative Perspectives on Gender. Fall 2007. Nancy Riley.

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise from both local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them. As part of the course, each student conducts a major research project on an issue of gender. (Same as **Gay and Lesbian Studies 312** and **Gender and Women's Studies 312**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, and one of the following: **Anthropology 203**, **230**, or **237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**), **Sociology 204** (same as **Gender and Women's Studies 204**), **211**, **253** (same as **Gender and Women's Studies 253**), **265** (same as **Asian Studies 264** and **Gender and Women's Studies 265**), or **267** (same as **Gender and Women's Studies 267**).

[**320b**. **Poverty and Social Policy**.]

401b–404b. **Advanced Independent Study and Honors in Sociology**. The Department.

ANTHROPOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

14b,d. **Weather, Climate, and Culture**. Fall 2007. Anne Henshaw.
(Same as **Environmental Studies 14**.)

20b. **Fantastic Archaeology**. Fall 2007. Scott MacEachern.

[**25b,d**. **Tasting Hierarchies**: **Food in Latin America**. (Same as **Latin American Studies 25**.)]

Introductory, Intermediate, and Advanced Courses

101b,d. **Introduction to Cultural Anthropology**. Fall 2007. Sunil Goonasekera. Spring 2008. Krista Van Vleet.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include: cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

102b,d. **Introduction to World Prehistory**. Fall 2007. Scott MacEachern. Spring 2008. Leslie Shaw.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. **Anthropological Research**. Fall 2007. Krista Van Vleet.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101**.

[**202b**. **Essentials of Archaeology**.]

203b. History of Anthropological Theory. Fall 2007. Pamela Ballinger.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

205c,d - IP. Who Owns the Past? The Roles of Museums in Preserving and Presenting Culture. Spring 2008. James Higginbotham and Susan Kaplan.

Examines the storied place of museums in the acquisition, preservation, and display of cultural heritage. The past practices of museums are studied with an eye to how they inform present policies. Examines museums' responses when confronting national and ethnic claims to items in museums' permanent collections; the ethical choices involved in deciding what should be exhibited; the impact of politics, conflicts, and war on museum practices; and the alliances between museums, archaeologists, art historians, and anthropologists. Students benefit from conversations with a number of Bowdoin faculty and staff, as well as a series of guest speakers from other organizations. Selected readings and class discussion are augmented by visits to the College's two museums and other local museums. (Same as **Archaeology 207**.)

Prerequisite: One 200-level course in anthropology, archaeology, art history, or sociology, or permission of the instructors.

206b - ESD. The Archaeology of Gender and Ethnicity. Fall 2007. Leslie Shaw.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and historic archaeological site research, including Native American and African-American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed and how ethnic identity is expressed through material culture. (Same as **Africana Studies 206**.)

Prerequisite: **Anthropology 101** or **102**, or permission of the instructor.

[**207c. Anthropology of Religion**. (Same as **Religion 230**.)]

210b,d. Global Sexualities, Local Desires. Fall 2007. Krista Van Vleet.

Explores the variety of practices, performances, and ideologies of sexuality through a cross-cultural perspective. Focusing on contemporary anthropological scholarship on sexuality and gender, asks whether Western conceptions of "sexuality," "sex," and "gender" help us understand the lives and desires of people in other social and cultural contexts. Topics may include Brazilian transgendered prostitutes (travestí), intersexuality, and the naturalization of sex; "third gendered" individuals and religion in Native North America, India, and Chile; language and the performance of sexuality by drag queens in the United States; transnationalism and the global construction of "gay" identity in Indonesia; lesbian and gay kinship; AIDS in Cuba and Brazil; and Japanese Takarazuka theater. In addition to ethnographic examples of alternative genders and sexualities (so called "third genders" and non-heterosexual sexualities) in both Western and non-Western contexts, also presents the major theoretical perspectives and methodological approaches used by anthropologists to understand sexuality, and considers how shifts in feminist and queer politics have also required anthropologists to focus on other social differences such as class, race, ethnicity, and post-colonial relations. (Same as **Gay and Lesbian Studies 210** and **Gender and Women's Studies 210**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

[**218b,d. Anthropology of Islands**. (Same as **Environmental Studies 213**.)]

[**221b - ESD. The Rise of Civilization.**]

223c,d - ESD, IP. Religion and Political Violence in South Asia. Fall 2007. Sunil Goonasekera.

Religion is a universal phenomenon that touches, if not dominates, daily life and is a force that can compel people to be both perpetrators and victims of violence. Sociological and anthropological studies point to social, political, economic, cultural, legal and psychological facts that propel individuals and groups to use violence and justify its use by bringing violence into a religious context. Seeks to understand the relationship between religion and violence and the causes and effects of that relationship. Specifically addresses these issues in South Asian cultural systems. (Same as **Asian Studies 226** and **Religion 225**.)

[**225b. Class and Culture**. (Same as **Latin American Studies 227**.)]

[**228b,d. Discourses of Emotion**. (Same as **Latin American Studies 228**.)]

[**229b,d. Maya Archaeology and Ethnohistory**. (Same as **Latin American Studies 229**.)]

[**230b - ESD. Language, Identity, and Power**.]

231b,d. Native Peoples and Cultures of Arctic America. Fall 2007. Susan Kaplan.

For thousands of years, Inuit, Native American Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen, harvesting resources from the sea, rivers, and land. Examines the characteristics of Arctic ecosystems and how they are being affected by climate change. Explores the social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to this dynamic environment and to contact with various Western groups. (Same as **Environmental Studies 231**.)

Prerequisite: **Anthropology 101** or **102**.

[**232b,d - ESD, IP. Indian Cinema and Society: Industries, Politics, and Audiences**. (Same as **Asian Studies 247**.)]

233b,d - ESD, IP. Peoples and Cultures of Africa. Spring 2008. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Africana Studies 233**.)

Prerequisite: One course in anthropology or **Africana Studies 101**.

[**237b,d - ESD, IP. Family, Gender, and Sexuality in Latin America**. (Same as **Gay and Lesbian Studies 237**, **Gender and Women's Studies 237**, and **Latin American Studies 237**.)]

238b,d. Culture and Power in the Andes. Spring 2008. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Latin American Studies 238**.)

Prerequisite: **Anthropology 101** or permission of the instructor.

[**241b. Native Peoples of the American Northeast**.]

[**243b,d. Modernity in South Asia**. (Same as **Asian Studies 232**.)]

[**246b. Anthropology of the Balkans**.]

[**248b,d. Activist Voices in India**. (Same as **Asian Studies 248** and **Gender and Women's Studies 246**.)]

[**250b. The Worlds of Venice**. (Same as **Italian 250**.)]

252b. Made in Italy: Anthropology of Modern Italy. Fall 2007. Pamela Ballinger.

Examines society and culture in contemporary Italy, focusing on debates over what it means to be "Italian." First examines historical projects concerned with "making Italians" ranging from the Risorgimento (Italian unification) to fascism to the triumph of consumer culture after World War II, then turns to both continuities and transformations in socio-cultural practices in Italy today. Topics covered include food, social practices such as the "passeggiata" (or promenading)., the commodification of Italian identity through things like fashion and tourism, the strength of local and regional identities, and the North/South divide. Particular attention is paid to the politics of immigration, as a country that long exported labor now becomes a site of immigration. (Same as **Italian 252**.)

Prerequisite: **Anthropology 101** or **244**, or **Italian 221**.

[**257b. Environmental Archaeology**. (Same as **Environmental Studies 257**.)]

280b - ESD. Race, Biology, and Anthropology. Spring 2008. Scott MacEachern.

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as **Africana Studies 280**.)

Prerequisite: **Anthropology 101**, **102**, or **Sociology 101**, or permission of the instructor.

291b–294b. Intermediate Independent Study in Anthropology. The Department.

310b. Contemporary Issues in Anthropology. Spring 2008. Pamela Ballinger.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101**, **102**, **201**, and **203**, or permission of the instructor.

[**311b,d. Cultures on Display**.]

401b–404b. Advanced Independent Study and Honors in Anthropology. The Department.

Theater and Dance

Professor: June A. Vail
Associate Professor: Davis R. Robinson
Senior Lecturers: Gwyneth Jones, Paul Sarvis
Lecturers: Gretchen Berg*;* Sonja Moser, *Chair*
Adjunct Lecturers: Judy Gailen, Michael Schiff-Verre
Laboratory Instructor: Deb Puhl
Department Coordinator: Noma Petroff

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 30.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See page 207.

DANCE

The dance curriculum provides a coherent course of study through classes in dance history, theory, criticism, choreography, and performance studies, including dance technique and repertory. The department emphasizes dance's relation to the performing and fine arts, and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses on an inventive, unrestricted approach to movement informed by an understanding of basic dance technique. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Performance studies courses (**111**, **211**, **311**; and **112**, **212**, **312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111**, **211**, **311**) *and* a repertory course (**112**, **212**, **312**) in the same semester for *one full academic course credit*. Attendance at all classes is required. Grading is Credit/D/Fail.

Dance 195, **Production and Performance** is governed by several provisions. First, students are admitted only with permission from the instructor, which is gained either through audition (performers) or through advance consultation (designers, stage managers and assistant directors). The course is worth one-half credit and may be repeated a maximum of four times for credit, earning a maximum of two credits. Students register for **Dance 195** during the add/drop period at the beginning of each semester. Students are required to commit a minimum of six hours a week to rehearsal and production responsibilities over a period of seven to twelve weeks; specific time commitments depend upon the role the student is assuming in the production and the production schedule. This course does not count towards the minor in dance. Grading is Credit/D/Fail.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101**; **Dance 111/112**, **211/212**, or **311/312**; **Dance 102**, **130**, **140**, or **150**; and two additional courses at the 200 level or higher.

Students must earn a grade of Credit or C– or better in order to have a course count toward the minor in dance.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

10c. Understanding Theater and Dance: Critical Perspectives on the Performing Arts. Spring 2008. June Vail.

(Same as **Theater 10.**)

Introductory, Intermediate, and Advanced Courses

101c - ESD, VPA. Cultural Choreographies: An Introduction to Dance. Every year. Fall 2007. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Gender and Women's Studies 102.**)

102c - VPA. Making Dances. Every year. Spring 2008. Gwyneth Jones.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

104c. Stagecraft. Every year. Spring 2008. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Theater 104.**)

111c - VPA. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

112c - VPA. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

115c. Bodywork for Performers. Spring 2008. Theater and Dance Department.

In a studio environment, applies principles of somatic awareness drawn from the insights and techniques of Mabel Ellsworth Todd, F. M. Alexander, Moshe Feldenkrais and others, with the goal of increasing awareness of habitual patterns of use; deepening understanding of posture, movement, breathing, speaking and singing; and developing the quality of presence in performance. Actors, dancers, musicians, and movers of all kinds will increase the range and depth of kinesthetic, spatial, and dynamic awareness for enhanced vocal and physical expression. Grading is Credit/D/Fail. One-half credit. (Same as **Music 115** and **Theater 115**.)

130c - VPA. Principles of Design. Every year. Fall 2007. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Theater 130**.)

140c - VPA. Performance Art. Every other year. Spring 2008. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Theater 140** and **Visual Arts 175**.)

150c - VPA. Improvisation. Every other year. Spring 2009. The Department.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Theater 150**.)

195c - VPA. Production and Performance. Every semester. The Department.

Engagement in the presentation of a full-length work for public performance with a faculty director or choreographer. Areas of concentration within the production may include design, including set, light, sound, or costume; rehearsal and performance of roles; service as assistant director or stage manager. In addition to fulfilling specific production responsibilities, students meet weekly to synthesize work. May be repeated for credit. Grading is Credit/D/Fail. One-half credit. (See special provisions governing **Dance 195** in the introduction to this section.) (Same as **Theater 195**.)

Prerequisite: Permission of the instructor.

202c - VPA. Topics in Dance History: Rebel Dancers, Dancing Revolutions. Every other year. Fall 2008. June Vail.

A studio exploration of American social and theatrical choreography's intersection with cultural and political upheavals in the United States during the past century. Assignments intersperse dancing with reading, writing, and viewing films and live performances, with workshops by visiting dance companies. Explores diverse styles and eras, including the turn-of-the century feminist/political art of Isadora Duncan; performances of racial and class solidarity by workers' groups of the 1930s; avant-garde happenings and subversive choreographic strategies of the 1960s; the embodied politics of early hip-hop; and, the staging of gender identities in the 1990s and beyond.

Prerequisite: One of the following: **Dance 101, 102, 111, 211**, or **311**, or permission of the instructor.

211c - VPA. Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 111**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

212c - VPA. Intermediate Repertory and Performance. Every semester. The Department.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

[**220c – VPA. Dance Genres: African American Culture in Action.** (Same as **Africana Studies 220**.)]

222c - VPA. Topics in Choreography: Dance and the Camera. Every year. Fall 2007. Paul Sarvis.

Strong original creative projects arise from dance and video explorations, and by looking at historical models of dance for camera. How do the languages and techniques of film echo or diverge from those of dance? What video strategies support the transposition of dance from live action to flat screen? What values do choreographers bring to non-dance subject matter? Includes dance studio work; instruction in the basics of videography and editing; viewings, readings, discussion, and written responses.

Prerequisite: One 100- or 200-level course in dance.

291c–294c. Intermediate Independent Study in Dance. The Department.

311c - VPA. Advanced/Intermediate Dance Technique. Every semester.
The Department.

A continuation of the processes introduced in **Dance 211**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

312c - VPA. Advanced/Intermediate Repertory and Performance. Every semester.
The Department.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

[**320c. Advanced Choreography: Theory and Practice.**]

321c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Fall 2009. June Vail.

Investigates critical perspectives on the performing arts—drama, dance, and other theatrical media—and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for journalistic reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Theater 325**.)

Prerequisite: One full-credit course in dance or theater, or permission of the instructor.

401c–404c. Advanced Independent Study in Dance. The Department.

THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways theater can provoke the imagination, tell stories, create community, and challenge assumptions. Courses are offered in performance, theory, history, design, and stagecraft. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: Two courses from **Theater 101**, **104**, **120**, **130**, **140**, **150**; two courses from **Theater 203**, **209**, **220**, **225**, **235**, **260**, **270**, **285**, **305**, **320**, **321**, **322**, **323**, **324**; and one additional course in theater or dance.

Students must earn a grade of Credit or C– or better in order to have a course count toward the minor in theater.

Theater 195, **Production and Performance** is governed by several provisions. First, students are admitted only with permission from the instructor, which is gained either through audition (performers) or through advance consultation (designers, stage managers and assistant directors). The course is worth one-half credit and may be repeated a maximum of four times for credit, earning a maximum of two credits. Students register for **Theater 195** during the add/drop period at the beginning of each semester. Students are required to commit a minimum of six hours a week to rehearsal and production responsibilities over a period of seven to twelve weeks; specific time commitments will depend upon the role the student is assuming in the production and the production schedule. This course does not count towards the minor in theater. Grading is Credit/D/Fail.

First-Year Seminars

For a full description of first-year seminars, see pages 147–57.

10c. Understanding Theater and Dance: Critical Perspectives on the Performing Arts. Spring 2008. June Vail.

(Same as **Dance 10**.)

Introductory, Intermediate, and Advanced Courses

[**101c - VPA. Making Theater**.]

104c. Stagecraft. Every year. Spring 2008. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Dance 104**.)

106c. Introduction to Drama. Spring 2008. Aaron Kitch.

Traces the development of dramatic form, character, and style from classical Greece through the Renaissance and Enlightenment to contemporary America and Africa. Explores the evolution of plot design, with special attention to the politics of playing, the shifting strategies of representing human agency, and contemporary relationships between the theater and a variety of forms of mass media. Authors may include Sophocles, Aristophanes, Marlowe, Shakespeare, Dryden, Ibsen, Wilde, Beckett, Mamet, and Churchill. (Same as **English 106**.)

115c. Bodywork for Performers. Spring 2008. Theater and Dance Department.

In a studio environment, applies principles of somatic awareness drawn from the insights and techniques of Mabel Ellsworth Todd, F. M. Alexander, Moshe Feldenkrais and others, with the goal of increasing awareness of habitual patterns of use; deepening understanding of posture, movement, breathing, speaking and singing; and developing the quality of presence in performance. Actors, dancers, musicians, and movers of all kinds will increase the range and depth of kinesthetic, spatial, and dynamic awareness for enhanced vocal and physical expression. Grading is Credit/D/Fail. One-half credit. (Same as **Dance 115** and **Music 115**.)

120c - VPA. Acting I. Every semester. Sonja Moser.

Introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage.

130c - VPA. Principles of Design. Every year. Fall 2007. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130**.)

140c - VPA. Performance Art. Every other year. Spring 2008. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Dance 140** and **Visual Arts 175**.)

150c - VPA. Improvisation. Every other year. Spring 2009. The Department.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Dance 150**.)

195c - VPA. Production and Performance. Every semester. The Department.

Engagement in the presentation of a full-length work for public performance with a faculty director or choreographer. Areas of concentration within the production may include design, including set, light, sound, or costume; rehearsal and performance of roles; service as assistant director or stage manager. In addition to fulfilling specific production responsibilities, students meet weekly to synthesize work. May be repeated for credit. Grading is Credit/D/Fail. One-half credit. (See special provisions governing **Theater 195** in the introduction to this section.) (Same as **Dance 195**.)

Prerequisite: Permission of the instructor.

203c - VPA. Women in Performance. Every other year. Fall 2007. Gretchen Berg.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Gay and Lesbian Studies 203** and **Gender and Women's Studies 203**.)

Prerequisite: One 100-level course in theater or gender and women's studies.

210c. **Shakespeare's Comedies and Romances**. Every other year. Fall 2007. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **English 210**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2008. William Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

212c. **Shakespeare's History Plays**. Every other year. Fall 2008. William Watterson.

Explores the relationship of *Richard III, 2 Henry VI,* and the second tetralogy (*Richard II,* the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **English 212**).

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

220c - VPA. Acting II: Voice and Text. Every year. Fall 2007. Sonja Moser.

An intermediate acting course focused on the link between language, thought, and feeling, with the goal of achieving full-mind-body engagement in the act of communication. Students work with poetry, plays, and other dramatic texts to encourage vocal, physical, and emotional freedom. Breathing exercises attune students to the physiological impulse to speak, while vocal exercises concentrate on developing increased range, strength, and color of expression. Interpretation is explored through close readings of texts. This course, along with **Theater 225, Acting II: Physical Theater**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

223c - VPA. English Renaissance Drama. Fall 2008. Aaron Kitch.

Traces the explosion of popular drama in England between the construction of the first permanent London theater in 1576 and parliamentary closure of English theater in 1642. Pays special attention to the plots that audiences liked best—revenge, war, the accumulation of wealth, marriage, and adultery—and the monarchs, citizens, merchants, and clowns who enacted them on the stage. Explores how popular genres like revenge tragedy, domestic tragedy, and city comedy fulfilled political and cultural desires of the age. Also examines questions of staging and the professional rivalry between some of the most memorable playwrights in English drama, including Thomas Kyd, Christopher Marlowe, William Shakespeare, Ben Jonson, Elizabeth Cary, and Thomas Middleton. (Same as **English 223**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

225c - VPA. Acting II: Physical Theater. Every year. Spring 2008. Davis Robinson.

Extends the principles of Acting I through a full semester of rigorous physical acting work focused on presence, energy, relaxation, alignment, and emotional freedom. Develops and brings the entire body to the act of being on stage through highly structured individual exercises and ensemble-oriented improvisational work. Scene work is explored through the movement-based acting disciplines of Lecoq, Grotowski, Meyerhold, or Viewpoints. Contemporary physical theater makers Théâtre de Complicité, Mabou Mines, SITI company, and Théâtre de Soleil are discussed. This course, along with **Theater 220, Acting II: Voice and Text**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Spring 2009. Ann Kibbie.

An overview of the development of the theater from the re-opening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **English 230**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[**235c,d – VPA. Puppetry**. (Same as **Visual Arts 235**.)]

[**260c - VPA. Playwriting**. (Same as **English 214**.)]

262c. Drama and Performance in the Twentieth Century and Beyond. Fall 2007. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Moliere's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **English 246** [formerly **English 262**] and **Gender and Women's Studies 262**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

270c - VPA. Directing. Every year. Fall 2007. Davis Robinson.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Students actively engage directing theories and techniques through collaborative class projects, and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: One 100-level course in theater or dance.

291c–294c. Intermediate Independent Study in Theater. The Department.

305c. Studio 305. Every other year. Fall 2009. The Department.

A senior theater seminar focusing on independent work. Advanced students creating capstone projects in playwriting, directing, acting, and design meet weekly as a group to critique, discuss, and present their work. Final performances are given at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

317c. The Arts of Power. Spring 2008. Aaron Kitch.

Examines the intersection of aesthetics and politics in the English Renaissance, as the Tudor court utilized literary, dramatic, and visual arts in new ways to express its magnificence. Explores the development of spectacular masques by Ben Jonson and Inigo Jones for the court of King James, as well as the enabling system of royal patronage that made them possible. Topics include royal mythology, fashion at court, portraiture, and the arts of perspective in the context of court-specific styles of literature. Authors may include Wyatt, Sidney, Elizabeth I, Shakespeare, Spenser, Lanyer, and Jonson, with secondary readings on the structure of the English monarchy, the history of theatrical design, and the function of spectacle. Students have the opportunity to develop their own research projects during the semester. (Same as **English 317**.)

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

320c. Theater Styles. Every other year. Spring 2009. Davis Robinson.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

321c. Comedy in Performance. Every third year. Fall 2007. Davis Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

322c. Collaborative Creation and the Ensemble: A Group Approach to Dramaturgy and Performance. Every third year. Fall 2008. The Department.

An opportunity for theater and dance students to work together on an original performance piece, including the script. From concept to research, development to tablework, students research and explore a theme together; including conceiving a production, compositional exercises, tablework, and script analysis. The final project is presented on campus for the public at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

323c. Acting Shakespeare: Tragedies and Comedies. Every third year. Spring 2008. Sonja Moser.

An acting course with emphasis on the theatrical use of verse and heightened language in Shakespeare's tragedies and comedies. Examines Elizabethan culture and its impact on Shakespeare's writing. Issues of scansion, rhetorical devices, antithesis, punctuation, and First Folio work are addressed through vigorous voice and movement work. Culminates in a final outdoor performance at the end of the semester.

Prerequisite: **Theater 220** or permission of the instructor.

[**324c. Acting Shakespeare: Romances and Histories.**]

325c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Fall 2009. June Vail.

Investigates critical perspectives on the performing arts—drama, dance, and other theatrical media—and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for journalistic reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Dance 321**.)

Prerequisite: One full-credit course in dance or theater, or permission of the instructor.

401c–404c. Advanced Independent Study in Theater. The Department.

Educational Resources and Facilities

BOWDOIN COLLEGE LIBRARY

The Bowdoin College Library has long been among the more distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, the Library combines its constantly growing treasury of print material with a wealth of electronic resources, as well as instructional programs in their use.

The Library's collections, developed over a period of 200 years, exceed one million volumes and include over 8,000 current print and electronic periodical and newspaper subscriptions, over 25,000 audiovisual items, 40,000 maps, over 35,000 photographs, more than 4,500 linear feet of manuscripts, and archival records. Approximately 14,000 volumes are added annually. Subscriptions to over 180 online indexes and databases provide access to thousands of full-text electronic books and journals and other information resources.

Library Resources and Services

The Library's Gateway (http://library.bowdoin.edu) serves as a central portal to online information: the Bowdoin library catalog, the catalog holdings of the Colby and Bates college libraries, and other libraries in Maine and throughout the world; electronic periodical indexes in a broad range of disciplines; the Library's subscriptions to thousands of electronic full-text journals; electronic course reserve readings; and links to hundreds of additional e-text reference works and research collections. The Gateway also provides links to the wealth of digital information available on the Web, including text, audio, video, and image collections.

Librarians and faculty members work together to teach research skills and to encourage the use of library resources throughout the curriculum. Librarians provide an active instruction program, teaching students to develop effective research strategies and to identify, select, evaluate, and analyze information for course-related research and independent scholarship. Librarians also develop Web pages offering research strategies for specific courses and guides to resources for the major fields taught at Bowdoin.

Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates colleges, and from other libraries in Maine and beyond, often incorporating the use of high-speed, high-resolution electronic document delivery services. Through Maine Info Net and NExpress, catalogs of Colby, Bates, and Bowdoin, other Maine libraries, and selected libraries in New England may be searched simultaneously, and students and faculty may initiate their interlibrary loan requests online for materials held by libraries worldwide.

Library Branches and Collections

Hawthorne-Longfellow Library, the main library, houses humanities and social sciences materials, as well as the George J. Mitchell Department of Special Collections & Archives and a federal and Maine State document depository. The Library also includes four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. Notable collection strengths lie in British and American history, French and American literature, Arctic studies, Maine history and Maine writers, anti-slavery and the Civil War, World War I, and modern European history.

The **Hawthorne-Longfellow Library** building, which was opened in the fall of 1965, was expanded in 1985 to include five tiers of stacks and a reading room in Hubbard Hall, and was further remodeled in 1993–94. The building was completely renovated between 2001 and 2005 to provide new individual and group student learning spaces, a faculty research room, an information commons, increased network access, wireless connections throughout the building for laptop use, improved instructional facilities, and a modernized reading room in the George J. Mitchell Department of Special Collections & Archives.

A variety of new facilities support the integration of technology into teaching and learning. These include a nineteen-station computer laboratory; a newly equipped and expanded twenty-five-seat electronic classroom for instruction in online resources and the use of general and instructional software; the USG Corporation Library Technology Seminar Room; and the Chandler Reading Room for literary events, lectures, and student presentations. The Library also collaborates with Information Technology specialists to support the integration of technology into the curriculum and research.

Complementing historical holdings in other parts of the library, the **Government Documents Collection** is a rich repository of primary source writings for over two hundred years of federal and state history. From its beginning, the Library actively acquired government publications, even prior to becoming a Congressionally-designated depository in 1884 and thereby receiving free documents directly from the Government Printing Office. The Government Documents Collection has substantial holdings of nineteenth- and twentieth- century publications, containing both official ongoing series such as the *Congressional Record,* and such varied individual reports as railroad surveys of the West, nineteenth-century Maine geologic studies, 1930s Women's Bureau pamphlets, hearings on the attack at Pearl Harbor, and NASA atlases. Since most current government documents are published digitally, the Library designs Web sites and uses the online catalog to maintain its tradition of providing access to government information for the Bowdoin community and all citizens of mid-coast Maine.

The George J. Mitchell Department of Special Collections & Archives includes rare books, manuscripts, photographs, maps, recordings, the College Archives, as well as the Senator George J. Mitchell Papers related to the career of the former U.S. Senate majority leader (Class of 1954). These research materials, described on the World Wide Web at http://library.bowdoin.edu/arch, serve an important function in introducing undergraduates—in their research projects, class assignments, and other independent work—to the experience of performing original research and evaluating primary source materials, and they support faculty in their own research interests.

Collection highlights include the James Bowdoin and Benjamin Vaughan family libraries of early imprints; extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the double elephant-folio edition of John James Audubon's *Birds of America*; E. S. Curtis's *The North American Indian*; a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press; artists' books by Maine artists; and the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine.

Among the papers of Maine political figures are important collections related to Bowdoin alumni William Pitt Fessenden (Class of 1823) and Ralph Owen Brewster (Class of 1909).

Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art, all housed in the Susan Dwight Bliss Room in Hubbard Hall, and the monumental "Flora of Maine" botanical drawings by Brunswick naturalist Kate Furbish.

Other manuscript collections include the papers of General Oliver Otis Howard (Class of 1850), director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and works by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary writers as Vance Bourjaily, John Gould, Marguerite Yourcenar, and Hilton Kramer. Access to all of these collections is enhanced by descriptive information on the library's Web site.

The Bowdoin College Archives, established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation, serves both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community; students frequently incorporate archival material into their research.

The **Hatch Science Library**, opened in the spring of 1991, offers science-related materials, including print and electronic periodicals, microforms, maps, government documents, a wealth of electronic indexes, reference materials and other digital resources, as well as a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green and offers a strong collection of art books. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music. Both branch libraries serve as art and music research and study centers respectively.

The **Language Media Center**, located in Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages and houses the major portion of the Library's collection of audiovisual materials numbering over 8,000 titles, with special emphasis in the areas of foreign culture, second language acquisition, and film. It is equipped with playback stations for individual viewing of non-print materials, and fourteen networked computers supporting a variety of instructional software, including specialized word processing tools and desktop videoconferencing. The Center's Web site provides links for students of both classical and modern languages to online resources that include streaming audio and video from international radio and television, links to online foreign language newspapers and magazines, and an annotated list of language-specific resources. Nine foreign-language television stations received via satellite are directed to all classrooms, offices, common areas, and residence halls over the campus network.

Particular strengths of the Center are the support provided for the creation of multimedia presentation materials and the support of the film studies curriculum. The Center also offers a classroom for 20 that supports high-resolution display of multimedia presentations. The lobby provides a group area for language discussion groups and viewing of live foreign language television.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a $500,000 Challenge Grant from the National Endowment for the Humanities toward the building renovations completed in 2001, and to establish endowments for future purchases of information resources in the humanities. The Library benefits from the income of more than two hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

INFORMATION TECHNOLOGY

Bowdoin places a strong emphasis on the role of technology in the academic program and understands the vital importance of coherent and well-coordinated information systems. The Chief Information Officer leads an IT Division that designs, develops, deploys, and supports all of Bowdoin's academic and administrative systems.

IT staff work with faculty to enhance their teaching and research with innovative uses of technology in their classrooms, labs, or online. They provide technical, design, editorial, and project development opportunities for faculty and monitor trends in educational technology, such as new techniques introduced by online education, the impact of technology on student learning, and the evolving architectural standards for classrooms, educational products, and resources. The creation of podcasts and iMovie videos is commonplace.

Additionally, IT staff provide secure personal email accounts; gigabit Ethernet and wireless Internet access in all dorm rooms, offices, and all public areas; video conferencing capability; cable television; telephone systems; and voice mail. They also provide a full-time Help Desk that supports Macintosh, Windows, or Linux computers and includes a student-run Help Desk, plus a number of site-licensed software such as Microsoft Office Professional, ESRI's ArcGIS, and other specialized academic and administrative applications.

In addition to sixteen academic department computer labs, there are nine public labs and more than two hundred publicly available computers. The labs are fully equipped with Macintosh, Windows, or Linux computers.

BOWDOIN COLLEGE MUSEUM OF ART

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, reopened in October 2007 after a four-year renovation and expansion to better house and display its renowned collection. The earliest collegiate art collection in the nation, it came into being through the 1811 bequest of James Bowdoin III of 70 European paintings and a portfolio of 140 master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 15,000 paintings, sculpture, decorative objects, works on paper, and artifacts from prehistory to the present from civilizations around the world.

The Museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first small art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art. Designed by Charles Follen McKim of McKim, Mead and White, the building was completed in 1894 and is on the National Register of Historic

Places. Its brick, limestone, and granite façade is based on Renaissance prototypes, with a dramatically shadowed loggia flanked by large lion sculptures upon which generations of Brunswick children have been photographed.

The antiquities collections contain over 1,800 Assyrian, Egyptian, Greek, Roman, and Byzantine objects and constitute one of the most comprehensive compilations of ancient art in any small college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The works on paper collections of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The Museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feke, John Copley, Thomas Sully and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the Museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent, Marsden Hartley, and Andrew Wyeth, and an archive of artifacts and memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

The recent renovation expanded galleries and other program spaces, and improved art storage facilities. The restored Museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A new, dramatic glass and bronze entry pavilion houses a glass elevator and "floating" steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the Museum has installed its five celebrated ancient Assyrian relief sculptures.

The Museum, open the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and art lovers. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the Museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on Museum programs and publications found on the Web site at www.bowdoin.edu/artmuseum.

THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats. In 2005, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by the Scientific Station.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is about twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, a pier facility located on Harpswell Sound, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology, and the site has been widely used for studio art courses. In addition, the centrally-located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by lectures, panel discussions, and other presentations sponsored by the various endowment funds, departments of study, and undergraduate organizations. As of June 30, 2007, these funds included:

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin;* her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables."

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism.

The Harold and Iris Chandler Lectureship Fund (2001): Established by family and friends in memory of Dr. Harold L. Chandler of the Class of 1934, the income from this fund is used for lectures on the use of technology to enhance teaching and learning in the humanities and on the impact of educational technology on our society.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to support lectures, courses, or research in the field of mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

Alfred E. Golz Lecture Fund (1970): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to support lectures, courses, or research in the field of mathematics.

Karofsky Faculty Encore Lectures (2000): Supported by the Karofsky Family Fund established by Peter S. Karofsky, M.D., '62, Paul I. Karofsky '66, and David M. Karofsky '93 in 1992, the Karofsky Faculty Encore lectures feature one member of the Bowdoin faculty each semester who is selected by members of the senior class to speak at Common Hour.

Arnold D. Kates Lecture Fund (2000): Established by Mark B. Garnick, M.D., '68, a Trustee of the College, and Dr. Barbara Kates-Garnick, this fund is used to support periodic lectures, seminars, or colloquia at Bowdoin on scientific topics, with a preference for topics in the biological sciences or aspects related to the health sciences.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology."

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used in part to provide lectures on bird life.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to support lectures, courses, or research in the fields of journalism, communication, or public relations.

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide one lecture each semester, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College, and to sponsor lectures by outstanding women.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalyne Spindel Bernstein H'97 and the late Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support visiting lecturers and visiting professors.

Phyllis Marshall Watson Fund (2000): Established by Cheryl McAuley and Sheila Marshall Walton in honor of their friend and sister, respectively. Income from the fund provides research support for honors candidates in the history department, and supports periodic lectures, seminars, or colloquia at Bowdoin on selected topics in history.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from student compositions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, World Music Ensemble, Middle Eastern Ensemble, Bowdoin Chorus, Concert Band, and Chamber and Jazz Ensembles are part of the curricular program. Other groups, such as the Polar Jazz Big Band and several a cappella vocal groups, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five to thirty singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes music by J.S. Bach, G.P. Palestrina, William Byrd, Eric Whitacre, Vineet Shende, Elliott Schwartz, Jean Sibelius, and Ralph Vaughan Williams, as well as Franz Schubert's Mass in G with the Portland Symphony. Recent tours have taken the choir to Europe, South America, England, and Ireland, including a tour of Chile during the 2006 spring break. The Bowdoin Chorus is a choral ensemble composed of students, faculty, staff, and community members. The group toured Russia in 2002 and has toured the east coast regularly each year. The Chorus performs on campus with the Bowdoin Orchestra and combines with Down East Singers from time to time to form the Rachmaninoff Festival Choir. Recent performances by the Chorus include Ernest Bloch's Sacred Service, Rachmaninoff's *Liturgy of St. John Chrysostom*, Mozart's *Requiem*, Haydn's *Heiligenmesse*, and Stravinsky's *Les Noces*. Plans for 2007–08 include Rutter's *Gloria* and Orff's *Carmina Burana*.

Contemporary music receives considerable emphasis at Bowdoin. There are frequent visits by guest composers such as Karel Husa, Pauline Oliveros, Zygmunt Krause, and Thea Musgrave, and the Chamber Choir and Band often perform new music. Student compositions can be heard on campus. The performance of American music has included visits by saxophone virtuoso Kenneth Radnofsky and professional jazz musicians such as pianists Kenny Barron, Brad Mehldau, and Renée Rosnes.

Other visiting artists in recent years have included Stanley Ritchie; Mark O'Connor; the Renée Rosnes Quartet; the Lydian String Quartet; the Publick Musick; the Guangzhou (China) Symphony Orchestra; the Eroica Trio; and Kurt Ollmann '77. In addition to performing, the artists often teach master classes and hold discussions with students.

In the spring of 2006, the Department of Music hosted a residency by legendary jazz composer and pianist Toshiko Akiyoshi and her quartet, featuring Lew Tabakin. They worked collectively and individually with the students in the jazz ensembles and Polar Jazz Big Band, as well as with community members. The department expects to offer similar residencies by renowned artists and ensembles in all branches of music in the years to come.

Bowdoin owns a collection of orchestral and band instruments and more than twenty grand pianos available for use by students studying and performing music. There are also sizeable collections of early instruments, Asian instruments, and drums from a variety of world traditions. Soloists and ensembles perform in a number of halls venues on campus, including the new Studzinski Recital Hall and Kanbar Auditorium, the Tillotson Room in Gibson Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ and a small Cooper Tracker organ. Private instruction is available in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments.

Theater and Dance

Dance

The dance curriculum in the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed academic courses. Each year, the department presents two major concerts of student- and faculty-choreographed works: one in December and one in April. Students also perform at Parents' Weekend in the fall and at the Museum of Art in May and in additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, but independent work and choreography by student clubs are also presented. Departmental student projects are presented with the generous support of the Ray Rutan Fund for the Performing Arts.

Student-run dance groups often perform as part of Bowdoin Dance Group concerts and in other shows on and off campus; they represent genres as diverse as hip-hop, ballet, ballroom, tap, break dance, capoeira, and African-American step dancing.

Dance concerts are presented in the Dance Studios, Pickard Theater, Wish Theater, and the Museum of Art, as well as in unconventional spaces such as the Smith Union, the squash courts, or outdoors on the Quad. The renovation of Memorial Hall in 2000 provides a beautiful dance studio with skylights and a sprung wooden floor, in addition to the Sargent studio, as well as a new state-of-the-art flexible theater designed for both theater and dance.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. A partial list includes Alvin Ailey Repertory Ensemble, Art Bridgman and Myrna Packer, Merce Cunningham, David Dorfman Dance, Douglas Dunn, Meredith Monk, Mark Morris, Pilobolus, Kei Takei, Doug Varone, Trisha Brown Company, David Parker and the Bang Group, Susan Marshall Dance Company, Deborah Hay, Urban Bush Women, and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and sometimes are commissioned to create choreography especially for the Bowdoin dancers. In recent years, the Alice Cooper Morse Fund for the Performing Arts has brought numerous artists to campus both for public performance and for classroom workshops, including classical Indian dance and the Seattle-based dance company 33 Fainting Spells, and international choreographer/performers Susanne Martin and Bronja Novak.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department. The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental offerings have included faculty-directed productions of Thornton Wilder's *The Skin of Our Teeth*, Henrik Ibsen's *An Enemy of the People*, *The Water Project* (an original production conceived by SITI Company member J. Ed Araiza), George S. Kaufman's *Merton of the Movies*, and Tony Kushner's *Angels in America;* and recent student-directed projects have included *The Laramie Project*, *The Day of the Song* (an original adaptation of a contemporary Italian play), *The Glass Menagerie* with film and live actors, *The Bald Soprano* in French, original student plays, and an English/Theater honors production of *Henry V*.

The department also presents a range of performances, workshops, and lecture/demonstrations by visiting artists. Past guests include award-winning playwrights Tony Kushner, Tom Stoppard, and Holly Hughes; actress/writer Anna Deavere-Smith; actress/SITI Company associate artistic director Ellen Lauren; Obie-award winning performance artists Spalding Gray, Dan Hurlin, and Paul Zaloom; and international touring artists such as Wakka Wakka Productions, Jacques Bourgaux, The Condors, Bunrakumass, and Javanese puppeteer Joko Susilo. Student projects and guest artists are funded in part by the generous support of the Ray Rutan Fund and the Alice Cooper Morse Fund for the Performing Arts.

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. Major renovations of Memorial Hall, completed in 2000, include a complete remodeling of the main theater; construction of the 150-seat, flexible Wish Theater, made possible by an extraordinary gift from Barry N. Wish '63 and Oblio Wish; and new seminar rooms, expanded rehearsal space, and a new dance studio.

Student Affairs

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. *The Bowdoin College Student Handbook* provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: http://www.bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook*.

RESIDENTIAL LIFE

The Office of Residential Life is responsible for the management of the residential life program, support for the College House System, and the maintenance of a healthy and safe community. These responsibilities include: planning educational and social programs; connecting students with support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders, the Office of Residential Life, and the Office of the Dean of Student Affairs.

SAFETY AND SECURITY

The College Safety and Security Department provides a uniformed security staff 24 hours a day to respond to emergencies and to maintain a regular patrol of the campus. The Safety and Security Office is located in Rhodes Hall. The **Safety and Security Office** is staffed 24 hours a day, seven days a week. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500
Non-Emergencies - Ext. 3314 or 725-3314
Business - Ext. 3458 or 725-3458

Security is a community responsibility. All community members have an obligation to report suspicious activities, criminal activity, emergencies, and unsafe conditions immediately to insure a safe environment.

Information about personal safety, vehicle registration, parking, and shuttle service is contained in the *Student Handbook.*

BOWDOIN STUDENT GOVERNMENT

Bowdoin Student Government was reformed in Spring 2002 to create a structure that permits flexibility and encourages more members to take on leadership roles. Student Government consists of twenty-six students, including a president and five vice presidents elected by the student body, two elected representatives from each class, the president of the Inter-House Council, the treasurer (chair of the Student Activities Fee Committee), a representative from each College House, and four members chosen by the president and vice presidents through an interview process in which all students are eligible to apply. Each vice president has specific oversight responsibility for a particular area of student government. The fundamental goal of Bowdoin Student Government remains to be an effective force for the presentation of student opinion to the faculty and the administration.

This reform of Bowdoin Student Government was made in order to achieve the following goals:

1. To improve student access to members of Student Government.
2. To promote efficiency through the use of small groups and the sharing of responsibility.
3. To improve communications and coordination between the various elements of Student Government.
4. To create an accessible and dynamic forum in which student issues and concerns can be raised and debated.

The full text of the revised Bowdoin Student Government Constitution is in the *Student Handbook* and on the College's Web site.

STUDENT ACTIVITIES

Student organizations present an array of programs, services, and activities for the College community. Membership in all organizations is open to all students. Among the oldest groups are the *Bowdoin Bugle* (yearbook), the Outing Club, the *Orient* (campus newspaper), and Masque and Gown (a student-run dramatic organization). Between five and ten new student organizations or clubs are formed each year. For a complete list and description of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a campus center; it is an venue for lectures, concerts, dances, and information, and a place that responds to the needs of all members of the College community.

The Smith Union contains the Campus Information Desk, the Student Activities Office, a game room/recreation area, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the campus mail center, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

COMMUNITY SERVICE RESOURCE CENTER

The Community Service Resource Center (CSRC) provides opportunities for students, faculty, and staff to engage in the local region through service. Focusing on the three areas of community service, service learning, and leadership development for the common good, the center acts as a liaison between the campus and the larger community. Community service includes, for example, mentoring, tutoring in local schools, spending time with senior citizens, volunteering at homeless shelters, and working with immigrant populations in nearby Portland. Eighteen student-led service organizations coordinate these activities and operate under an umbrella organization, the Community Service Council. Through service learning courses, students work with faculty to connect community needs to their coursework. Bowdoin offers a number of service learning courses each semester in several different departments including Economics, Environmental Studies, Geology, Sociology, and Spanish. Leadership development programs enable students to facilitate service programs through the CSRC. These programs include Pre-Orientation Service Trips, Alternative Spring Break, Annual Service Events, and the Common Good Grant Program. Each fall the entire Bowdoin community is invited to participate in Common Good Day, a day of service in the Brunswick area organized by the CSRC.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA), sponsoring one of the largest athletic programs in the country. Intercollegiate teams compete on the Division III level. In Division III, financial aid is need-based. The athletic experience is a wonderful complement to students' academic experience.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools committed to academic excellence and athletics with the student-athlete's best interests at heart. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. These schools are also linked in efforts to provide safe, productive environments for students to learn and grow while engaging in rigorous academic pursuits.

NESCAC Statement Regarding Alcohol

In addition to being partners in athletic competition, the eleven colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the member schools expressly prohibit hazing.

Intercollegiate and Club Programs

Bowdoin's athletic program complements students' academic experience and encourages participation by maximizing the number and variety of athletic opportunities in varsity, club, and intramural sports. Over thirty intercollegiate teams, three levels of intramural competition in ten sports, and over twenty physical education courses are all a part of the athletic program. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If and when conflicts do occur, students are responsible for consulting with their instructors well in advance. Excusing students from academic obligations may occur solely at the discretion of the faculty.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, track (winter and spring), golf, rowing, rugby, volleyball, water polo.

Women: Basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball, golf, rowing, rugby, water polo.

Coed: Sailing, equestrian, ultimate frisbee.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESCAC and in New England.

Bowdoin's coaches are excellent resources for students, providing athletic guidance and instruction, and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include: Morrell and Sargent gymnasiums; the Dayton Ice Hockey Arena; the Sidney Watson Fitness Center; a multipurpose aerobics room; 8 hard court tennis courts; a 400–meter, 6–lane outdoor track; Farley Field House, which houses a 6–lane, 200–meter track and four regulation tennis courts; Greason Pool, a 16–lane, 114–foot by 75–foot swimming pool with two 1–meter and one 3–meter diving boards; the Lubin Family Squash Center with 7 international squash courts; 35 acres of playing fields; the Howard F. Ryan Astroturf Field, and locker room and training room facilities.

Physical Education

The Athletic Department offers an instructional program in a variety of activities utilizing campus and off–campus facilities. These activities have been selected to provide the entire on–campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure–time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

WOMEN'S RESOURCE CENTER

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street) and shares the building with the Women's Studies Program. The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff, and community members. It also sponsors off-campus trips to selected conferences and events. The WRC houses a resource collection of books and current periodicals on women's and gender issues. Readings for Women's Studies courses are often held on reserve at the WRC for students to use in the building. The WRC publishes a newsletter, *WomeNews*, jointly with the Women's Studies program and posts current information about news and events on and off campus. The WRC's Web site posts contact information, an up-to-date listing of events, links to other resources at Bowdoin, and information on WRC history.

CAREER PLANNING CENTER

The Career Planning Center (CPC) complements the academic mission of the College. One goal of the Center is to introduce students to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early in their college years for counseling and information on internships and summer jobs. The CPC assists seniors and recent graduates in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, networking, using the Internet as a job search tool, and refining job-hunting techniques. Alumni panel discussions and informational meetings throughout the year are designed to broaden students' awareness of their post-graduate career options and to enhance their understanding of the job market. Programming and advising related to graduate and professional school study are offered as well. In counseling style and program content, the CPC addresses the needs of students realizing that they have diverse interests, values, and expectations.

Each year, nearly 80 private sector and non-profit employers and 100 graduate and professional schools participate in Bowdoin's program. An additional 60 employers participate in interviewing consortia in Boston and New York City. The office maintains a comprehensive Web site, houses informational materials on nearly 1,000 summer, semester, and January internships; and provides access to over 2,000 online job leads and nearly 7,000 internship listings through participation in the Liberal Arts Career Network and experience.com. In addition, the Center uses cutting-edge technology to manage job leads and target outreach to students. The Center also has a data base with directory information on over 1.7 million organizations in the United States.

The Career Planning Center continually updates an extensive alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A bi-weekly bulletin publicizes CPC events and programs in addition to featuring internship, fellowship, and job opportunities.

FELLOWSHIPS AND SCHOLARSHIPS

Bowdoin students receive guidance and support in their efforts to pursue national and international fellowships and scholarships for their undergraduate and graduate education. Opportunities include the Rhodes, Marshall, Truman, Fulbright, Beinecke, and Churchill Fellowships. Bowdoin is one of the select schools eligible for student nominations for the Watson Fellowship, the Churchill Scholarship, and the Junior Fellows Program at the Carnegie Endowment for International Peace.

The fellowship program works jointly with a faculty committee to identify, nurture, and advocate for Bowdoin students who are interested in competing for these opportunities.

HEALTH SERVICES

The Dudley Coe Health Center, Ext. 3770, offers primary and acute care services to students while classes are in session. Regular office hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m., except Wednesdays when office hours are 10:00 a.m. to 5:00 p.m., and Saturdays and Sundays from 12:00 p.m. to 2:00 p.m. Students are seen by appointment. Acute care needs can usually be scheduled for the same day. Gynecological services, comprehensive physical exams, and travel medicine consultations may be scheduled a week or two out.

The Health Center is a fully-equipped primary care medical office. It is staffed by board-certified physician assistants and nurse practitioners, a registered nurse, and contracted physicians.

Emergency and after hours coverage is provided through two local hospitals. Mid-Coast Hospital (207-729-0181) and Parkview Hospital (207-373-2000) both operate 24-hour, fully-staffed emergency rooms and in-patient care facilities. Security will arrange for transportation when needed, and can be reached at Ext. 3314.

The Health Center also serves as an international travel immunization center for the State of Maine, providing consultation in travel medicine and vaccinations, including yellow fever. These services are offered to Bowdoin students, faculty, and staff, as well as to the community at large. To schedule a travel clinic appointment, please call Ext. 3770.

Most primary and acute care services offered to students at the Health Center are covered by general College fees. Questions about covered services, medical claims, and insurance issues may be referred to the Student Health Insurance Coordinator at Ext. 4284.

The staff of Student Health Services are committed to promoting the health and well being of the Bowdoin College community through the provision of quality primary and acute care and educational outreach services. Our approach is comprehensive, holistic, and personally attentive, and emphasizes health promotion, disease prevention, and individual self-advocacy. Our goal is to foster wellness, in the broadest sense, within the College community as a whole, and for every individual student in particular. We are happy to discuss any health-related issues with students, and to offer support and resources to health-promoting groups on campus.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals who are dedicated to helping students resolve personal, social, and academic difficulties and maximize their psychological and intellectual potential. During the course of a typical academic year, approximately 20 percent of Bowdoin students take advantage of the opportunity to work individually with a counselor. Counseling staff members assist students who have concerns such as anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug abuse, sexual assault, eating disorders, intimate relationships, and many other matters. In addition to providing individual and group counseling, the counselors conduct programs and workshops for the Bowdoin community and consult with campus peer support/ education groups. Psychiatric medication consultations are also available. The Counseling Service maintains a particularly strong commitment to enhancing multicultural awareness and dialogue within an increasingly diverse community.

Students may schedule counseling appointments by calling 725–3145 or stopping by the office in person. Regular hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. For student concerns requiring immediate attention, an emergency hour is available each weekday from 4:00 to 5:00 p.m. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Security (Ext. 3500). The Counseling Service does not provide services to students during College vacation periods. Information disclosed by a student to his or her counselor is subject to strict confidentiality. The Counseling Service offices are located at 32 College Street.

Alumni and Community Organizations

Alumni Association

The purpose of the Bowdoin College Alumni Association is "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Alumni Council. The general management of the Association is vested in the Alumni Council.

Alumni Council

Officers: Nancy E. Collins '76, president; Gail A. Berson '75, president-elect; Eric F. Foushee '90, secretary and treasurer.

Elected and appointed members of the Alumni Council are listed on pages 355–56.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

Alumni Award for Faculty and Staff: Established in 1963, this award is presented every other year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

Distinguished Educator Award: Established in 1964, this award is presented every other year to recognize outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

Foot Soldier of Bowdoin Award: Established in 1999 through the generosity of David Z. Webster '57, this award is presented annually to one who exemplifies the role of a foot soldier of Bowdoin through his or her work for the development programs, BASIC, and/or other alumni programs during the prior year. In addition to an award, a scholarship is awarded each year in the name of the award-winner to a deserving Bowdoin undergraduate.

Polar Bear Awards: Established in 1999, these awards, up to six of which may be awarded annually, recognize significant personal contributions and outstanding dedication to Bowdoin. The award honors a record of service rather than a single act or achievement.

Young Alumni Service Award: Established in 1999, these awards, up to two of which may be awarded annually, recognize distinguished and outstanding service to Bowdoin among members of the ten youngest classes. The award honors a record of service rather than a single act or achievement.

Club Volunteer of the Year Award: Established in 2004, this award recognizes a club volunteer who has demonstrated enthusiasm, initiative, and outstanding execution and achievement during the preceding academic year.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published four times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College. For more information about the magazine, please visit our Web site at www.bowdoin.edu/bowdoinmagazine.

Bowdoin Alumni Schools and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 1,400 alumni in the United States and several foreign countries. These volunteers assist the Admissions Office in the identification and evaluation of candidates. BASIC volunteers interview applicants in their home areas, represent the College at local "college fair" programs, and, in general, serve as liaison between the College and prospective students.

Alumni Fund

The Bowdoin Alumni Fund seeks to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience.

Chair: Robert F. Lakin '68; *Vice Chair:* Bruce P. Shaw '74.

Alumni Fund Awards

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class that, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

Harry K. Warren Trophy: Awarded annually beginning in 1998, the Harry K. Warren Trophy recognizes the two reunion classes achieving the highest percentage of participation.

Robert M. Cross Awards: Established by the directors of the Alumni Fund in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The Class of 1976 Trophy: Established in 2004, the Class of 1976 Trophy is awarded each year to the class whose associate agent or team of volunteers deserve special recognition for energy, creativity, and leadership in a non-reunion year.

$1,000,000 Club: Established by the Alumni Fund directors, the $1,000,000 Club recognizes each class that has passed the $1,000,000 figure during an Alumni Fund year.

$250,000 Club: Established by the Alumni Fund directors in 2001, the $250,000 Club recognizes each class that has passed the $250,000 figure during an Alumni Fund year.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

Today, the Society of Bowdoin Women Advisory Board continues to consult in the administration of four endowment funds. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

Advisory Board: Kimberly Labbe Mills '82, O. Jeanne d'Arc Mayo, Joan R. Shepherd.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a group of approximately 1,500 midcoast-area residents who share an interest in the well-being of the College. Its mission states "the association strengthens the relationship between Bowdoin and the community, affording members the opportunity to support and engage in the life of the College." Some members are alumni or otherwise have direct ties to the College, while most are simply interested members of the community. Members regularly attend lectures, concerts, performances, and special events on campus, and some audit classes. Activities sponsored by the Friends include receptions and dinners held in conjunction with College events, large and small book discussion groups, and field trips of local interest. Through the Friends Fund, many members choose to support the College library, museums, athletics, and music and performing arts programs.

Bowdoin Friends are also invited to become involved in the Host Family Program. Administered by the Office of Residential Life, the Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

Individual membership is $40.00. Household membership starts at $55.00 for two people; and $5.00 for each additional member of household. Benefits of membership include receipt of a bi-weekly calendar of events, free classified advertising on the Bowdoin Web site, discounts to many campus performances, free library borrowing privileges, a 10% discount at the Bowdoin Bookstore, and discounts at the museum shops.

Steering Committee for 2007–2008: Bruce Amstutz, Jim Carter, Winnie Chan P'97, Kathy Christensen, Jeanne Clampitt, Judy Collette, Don Doele '59, William Freeman '56, Lindy Green, Frances Lee, Jeanne d'Arc Mayo, Sandra Neiman, Elizabeth Scully, and Gloria Smith.

Host Family Program liaison: Jeanne Clampitt; *Steering Committee chair:* Jeanne d'Arc Mayo; Sara Smith, *administrative secretary.*

Summer Programs

Bowdoin College summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

Upward Bound, which began at Bowdoin in 1965, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, and separately incorporated in 1998, the **Bowdoin International Music Festival** comprises a music school, several concert series, and the Festival of Contemporary Music. Approximately 200 gifted performers in their teens and twenties from more than twenty countries participate each summer in a concentrated six-week program of instrumental, chamber music, and composition studies with a faculty composed of teacher-performers from the world's leading conservatories.

Each year additional camps are offered by members of the athletic staff in baseball, diving, tennis, basketball, field hockey, lacrosse, squash, soccer, swimming, and track. A day camp for children entering grades 2–9 is based in Farley Field House, and an art camp for youth is held in Bowdoin's Visual Arts Center.

In addition to the three long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Events and Summer Programs Office, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities. For more information on camps, workshops, and conferences, visit the Web site at http://www.bowdoin.edu/events/summerprograms.

Officers of Government

PRESIDENT OF THE COLLEGE

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), Elected Overseer, 1994*, Elected President of the College, 2001.

BOARD OF TRUSTEES

Peter Metcalf Small, A.B. (Bowdoin), Chair. Elected Overseer, 1988.* Term expires 2010.

James Walter MacAllen, A.B. (Bowdoin), M.B.A. (Virginia), Vice Chair. Elected Overseer, 1995.* Term expires 2011.

Deborah Jensen Barker, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 1999. Term expires 2009.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2010.

David Gerard Brown, A.B. (Bowdoin), M.B.A. (Dartmouth). Elected Trustee, 2000. Term expires 2010.

Tracy Jean Burlock, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2011.

Michael Scott Cary, A.B. (Bowdoin), M.A.T. (Brown), M.A.R. (Yale Divinity School). Elected Trustee, 2001. Term expires 2011.

William Edwards Chapman II, A.B. (Bowdoin). Elected Trustee, 2002. Term expires 2012.

Gerald Cameron Chertavian, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2002. Term expires 2012.

Leonard Wright Cotton, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2006. Term expires 2011.

Michele Gail Cyr, A.B. (Bowdoin), A.M. (Brown), M.D. (Dartmouth). Elected Trustee, 2000. Term expires 2010.

Jeff Douglas Emerson, A.B. (Bowdoin), M.S.T.M. (American University). Elected Trustee, 2005. Term expires 2010.

Marc Bennett Garnick, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2011.

John Anthony Gibbons, Jr., A.B. (Bowdoin), M.B.A. (New York University). Elected Trustee, 2002. Term expires 2012.

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* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.

Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

Stephen Francis Gormley, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2011.

Alvin Darnell Hall, A.B. (Bowdoin), M.A. (UNC–Chapel Hill). Elected Trustee, 2001. Term expires 2011.

Laurie Anne Hawkes, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. Term expires 2008.

Karen T. Hughes, B.A. (Wells). Elected Trustee, 2006. Term expires 2011.

Bradford Adams Hunter, A.B. (Bowdoin). Elected Trustee, 2006. Term expires 2011.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2008.

William Sargent Janes, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2012.

Ann Hambelton Kenyon, A.B. (Bowdoin). Elected Trustee, 2006. Term expires 2011.

Gregory Edmund Kerr, A.B. (Bowdoin), M.D. (New York University), M.B.A. (Columbia). Elected Trustee, 2000. Term expires 2010.

Michael Paul Lazarus, B.S., C.P.A. (Grove City College). Elected Trustee, 2007. Term expires 2012.

Lisa Ann McElaney, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 2001. Term expires 2011.

John Francis McQuillan, A.B. (Bowdoin), M.P.A. (Harvard). Elected Trustee, 2005. Term expires 2010.

Henry Thomas Adams Moniz, A.B. (Bowdoin), J.D. (Univ. of Pennsylvania). Elected Trustee, 2006. Term expires 2011.

Tamara Alexandra Nikuradse, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2009.

John Steven Osterweis, A.B. (Bowdoin), M.B.A. (Stanford). Elected Trustee, 2004. Term expires 2009.

Scott Bullock Perper, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2009.

Jane Lagoudis Pinchin, B.A. (Harpur College, SUNY–Binghamton), M.A., Ph.D. (Columbia). Elected Trustee, 2003. Term expires 2008.

Linda Horvitz Roth, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2008.

Geoffrey Claflin Rusack, A.B. (Bowdoin), J.D. (Pepperdine). Elected Trustee, 2003. Term expires 2008.

Howard Allen Ryan, A.B. (Bowdoin). Elected Trustee, 2006. Term expires 2011.

Joan Benoit Samuelson, A.B. (Bowdoin), D.A. (Thomas, Williams, Lasell, Mt. Ida, University of New England). Elected Overseer, 1995.* Term expires 2011.

D. Ellen Shuman, A.B. (Bowdoin), M.P.P.M. (Yale). Elected Overseer, 1992.* Term expires 2008.

James Edward Staley, A.B. (Bowdoin). Elected Trustee, 2007. Term expires 2012.

Sheldon Michael Stone, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2011.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998. Term expires 2008.

John Joseph Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2008.

Alan Richard Titus, A.B. (Bowdoin). Elected Trustee, 2004. Term expires 2009.

Paula Marie Wardynski, A.B. (Bowdoin). Elected Trustee, 2005. Term expires 2010.

David Perrin Wheeler, A.B. (Bowdoin), M.B.A. (Wharton). Elected Trustee, 2003. Term expires 2008.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 2009.

Anne W. Springer, A.B. (Bowdoin), Secretary. Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Elected Secretary, 2001. Term expires 2009.

David R. Treadwell, A.B. (Bowdoin), M.B.A. (Harvard), Assistant Secretary. Elected Assistant Secretary, 2001. Term expires 2011.

Richard A. Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Secretary of the College and Staff Liaison to the Trustees.

EMERITI

Thomas Hodge Allen, A.B. (Bowdoin), B.Ph. (Oxford), J.D. (Harvard). Elected Overseer, 1985*; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990*; elected emeritus, 2001.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986*; elected emeritus, 1998.

Rosalyne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine), LL.D (Bowdoin), D.H.L. (Maine). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

Leslie Walker Burlock, A.B. (Bowdoin). Elected Overseer, 1995*; elected emerita, 2001.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

Geoffrey Canada, A.B. (Bowdoin), Ed.M. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1995*; elected emeritus, 2006.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989*; elected emeritus, 2001.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994*; elected emeritus 2005.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard), LL.D (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

Philip R. Cowen, B.S., M.B.A. (New York University). Elected Overseer, 1993*; elected emeritus 2004.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 1997.

Michael M. Crow, B.A. (Iowa State), Ph.D. (Syracuse), Elected Trustee, 2001; elected emeritus, 2006.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992*; elected emeritus, 2003.

Stanley Freeman Druckenmiller, A.B. (Bowdoin), L.H.D. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

Wanda Evelyn Fleming, A.B. (Bowdoin), M.A. (Harvard). Elected Trustee, 1999; elected emerita, 2004.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Leon Arthur Gorman, A.B., B.D., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994; elected emeritus, 2002.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates, University of Maine). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green, Jr., L.H.D. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986*; elected emeritus, 1998.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin, St. Joseph's College, Northwood University). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

Caroline Lee Herter, Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

Regina Elbinger Herzlinger, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

The Reverend Judith Linnea Anderson Hoehler, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.

Judith Magyar Isaacson, A.B. (Bates), A.M., LL.D (Bowdoin), L.D. (Bates) L.H.D. (Colby), H.L. (University of New England). Elected Overseer, 1984; elected emerita, 1996.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997; elected emeritus 2004.

Samuel Appleton Ladd III, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B./J.D. (Virginia). Elected Overseer, 1976; elected emeritus, 1988.

George Calvin Mackenzie, A.B. (Bowdoin), A.M. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986*; elected emeritus, 1998.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine), LL.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.

Nancy Bellhouse May, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996; elected emerita, 2006

Cynthia Graham McFadden, A.B. (Bowdoin), LL.B. (Columbia), J.D. (Columbia University School of Law). Elected Overseer, 1986; elected emerita, 1995.

Robert Haines Millar, A.B. (Bowdoin), B.Div. (Yale), Secretary. Elected 1991; Elected secretary emeritus, 2001.

Jane McKay Morrell, A.B. (Bowdoin). Elected Trustee, 1997; elected emerita, 2007.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989; elected emeritus, 2002

Norman Colman Nicholson, Jr., A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991

Campbell Barrett Niven, A.B. (Bowdoin). Elected Overseer, 1986*; elected emeritus, 1998

David Alexander Olsen, A.B. (Bowdoin). Elected Overseer, 1986*; elected emeritus, 2003.

Michael Henderson Owens, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988*; elected emeritus, 2005.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Everett Parker Pope, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.

Hollis Susan Rafkin-Sax, A.B. (Bowdoin). Elected Overseer, 1988*; elected emerita, 2000.

Edgar Moore Reed, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1995*; elected emeritus, 2006.

Peter Donald Relic, A.B. (Bowdoin), M.A. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987*; elected emeritus, 1999.

Lee Dickinson Rowe, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996; elected emeritus, 2006.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

Steven Mark Schwartz, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 1999; elected emeritus, 2007.

Jill Ann Shaw-Ruddock, A.B. (Bowdoin). Elected Overseer, 1994*; elected emerita, 2000.

Carolyn Walch Slayman, B.A. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 2001.

John Ingalls Snow, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986; elected emeritus, 1992.

Donald Bertram Snyder, Jr., A.B. (Bowdoin). Elected Overseer, 1992*. Elected emeritus, 2003.

Phineas Sprague, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

Terry Douglas Stenberg, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.

Deborah Jean Swiss, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.

Frederick Gordon Potter Thorne, A.B., L.H.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1982. Elected emeritus, 2003.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale), LL.D. (Bowdoin). Elected Overseer, 1978; elected emeritus, 1990.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Mary Ann Villari, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987*; elected emerita, 1999.

William Grosvenor Wadman, A.B. (Bowdoin). Elected Overseer, 1988*; elected emeritus, 2000.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia). Elected Overseer, 1988*; elected emeritus, 2005.

Harry Knight Warren, B.A. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.

Timothy Matlack Warren, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

George Curtis Webber II, A.B. (Bowdoin), LL.B. (Harvard). Elected Secretary, 1983; elected emeritus, 1986.

Russell Bacon Wight, Jr., A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.

Barry Neal Wish, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994; elected emeritus, 2005.

Elizabeth Christian Woodcock, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985*; elected emerita, 1997.

The Honorable John Alden Woodcock, Jr., A.B. (Bowdoin), M.A. (University of London), J.D. (Maine). Elected Trustee, 1996; elected emeritus, 2006.

Donald Mack Zuckert, A.B., L.H.D. (Bowdoin), J.D. (New York University). Elected Overseer, 1987; elected Trustee, 1995; elected emeritus, 2005.

Officers of Instruction

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College. (2001)†

Suzanne Aldridge, B.A. (California–Davis), M.A. (San Jose State), Visiting Fellow in Education. (2004)

Jonathan D. Allen, B.S. (Bates), Doherty Marine Biology Postdoctoral Scholar and Adjunct Assistant Professor of Biology. (2005)

Nathan Alsobrook, A.B. (Bowdoin), M.S. (Montana State), Coach in the Department of Athletics. (2007)

Rodino Fabrizio Anderson, B.A. (St. John's College), M.A. (Columbia), Pre-dissertation Fellow in Education.* (2006)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus and Ear-Training Instructor. (*Adjunct.*) (1992)

William Arcé, B.A. (California–Berkeley), M.A. (Southern California), Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer in English and Latin American Studies. (2007)

Pamela Ballinger, B.A. (Stanford), M.Phil. (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Associate Professor of Anthropology. (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California–Santa Barbara), Associate Professor of Sociology. (1998)

William H. Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1975)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Associate Professor of Physics. (1999)

Thomas Baumgarte, Diplom. Ph.D. (Ludwig-Maximilians-Universität Munich), Associate Professor of Physics. (2001)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Associate Professor of Geology. (1998)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), A. Myrick Freeman Professor of Social Sciences. (1983)

Gretchen Berg, B.A. (Antioch), Ed.M. (Harvard), Lecturer in Theater Performance. (*Adjunct.*) (1994)

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. *(On leave of absence for the fall semester.)* (1996)

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†Date of first appointment to the faculty.
** Indicates candidate for doctoral degree at time of appointment.*

Paola Boel, B.S. (Università L. Bocconi, Italy), M.S., Ph.D. (Purdue), Assistant Professor of Economics. (2005)

Joanna Bosse, B.A. (Houghton), M.A. (Michigan State), Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Music. (2002)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. (1980)

Meghan Brady, B.A. (Smith), M.F.A. (Boston), Visiting Assistant Professor of Art. *(Fall semester.)* (2005)

Kurt Bretsch, B.S. (Binghamton), Ph.D. (South Carolina), Visiting Assistant Professor of Biology. (2007)

Aviva Briefel, B.A. (Brown), M.A., Ph.D. (Harvard), Associate Professor of English. (2000)

Richard D. Broene, B.S. (Hope), Ph.D. (California–Los Angeles), Professor of Chemistry. (1993)

Jarrett H. Brown, B.A. (University of the West Indies), M.A. (Clark), Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer in English and Africana Studies. (2007)

Jorunn J. Buckley, Cand. mag (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Associate Professor of Religion. (1999)

Bradford Burnham, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)

Helen L. Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)

David C. Caputi, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)

Nadia V. Celis, B.A. (Universidad de Cartagena), M.A. (Rutgers), Instructor in Romance Languages.* (2007)

Steven R. Cerf, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. (1971)

Shannon M. Chase,. B.M., M.M. (Maine–Orono), Ph.D. (Florida State), Visiting Assistant Professor of Music. (2007)

Connie Y. Chiang, B.A. (California–Santa Barbara), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2002)

Eric L. Chown, B.A., M.S. (Northwestern), Ph.D. (Michigan), Samuel S. Butcher Associate Professor in the Natural Sciences. (1998)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), James Stacy Coles Professor of Natural Sciences. (1976)

David Collings, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Professor of English. (1987)

Thomas Conlan, B.A. (Michigan), M.A., Ph.D. (Stanford), Associate Professor of History and Asian Studies. *(On leave of absence for the academic year.)* (1998)

Sarah O'Brien Conly, A.B. (Princeton), M.A., Ph.D. (Cornell), Assistant Professor of Philosophy. (2005)

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Bion R. Cram Professor of Economics. (1985)

Michael Connolly, B.A. (Brandeis), Coach in the Department of Athletics. (1999)

Denis J. Corish, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy Emeritus. *(Spring semester.)* (1973)

Thomas B. Cornell, A.B. (Amherst), Richard E. Steele Professor of Studio Art. (1962)

Peter Coviello, B.A. (Northwestern), M.A., Ph.D. (Cornell), Associate Professor of English. (1998)

Elena Cueto-Asín, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Associate Professor of Romance Languages. (2000)

Shuqin Cui, B.A. (Xian Foreign Language Institute, China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies. (2002)

Songren Cui, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Associate Professor of Asian Studies. (1999)

Paola D'Amato, B.A. (Trieste–Italy), Lecturer in Italian. (2007)

Michael Peter Danahy, B.S. (Bates), M.A., Ph.D. (Princeton), Visiting Assistant Professor of Chemistry. (2007)

Charlotte Daniels, B.A./B.S. (Delaware), M.A., Ph.D. (Pennsylvania), Associate Professor of Romance Languages. (1999)

Katherine L. Dauge-Roth, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Associate Professor of Romance Languages. (1999)

Dan Davies, B.S. (Keene State), M.Ed., M.S.P.T. (Hartford), Director of Sports Medicine. (2003)

Shelley M. Deane, B.S. (Manchester), M.A. (Warwick), Ph.D. (London School of Economics), Assistant Professor of Government. (2004)

Gregory P. DeCoster, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)

Deborah S. DeGraff, B.A. (Knox College), M.A., Ph.D. (Michigan), Professor of Economics. (1991)

Dallas G. Denery II, B.A. (California–Berkeley), M.A. (Dominican School of Philosophy and Theology), Ph.D. (California–Berkeley), Assistant Professor of History. (2002)

Julian P. Diaz, B.S. (Escuela Superior Politécnia del Litoral–Ecuador), M.S. (Universitat Pompeu Fabra–Spain), M.A. (Minnesota), Instructor in Economics.* (2006)

Sara A. Dickey, B.A. (Washington), M.A., Ph.D. (California–San Diego), Professor of Anthropology. *(On leave of absence for the academic year.)* (1988)

Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Josiah Little Professor of Natural Sciences. (1983)

Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)

Charles Dorn, B.A. (George Washington), M.A., (Stanford), Ph.D. (California–Berkeley), Assistant Professor of Education. (2003)

Danielle H. Dube, B.A. (Cornell), Ph.D. (California–Berkeley), Assistant Professor of Chemistry and Biochemistry. (2007)

Oscar Duncan, B.S., M.Ed. (Idaho), Coach in the Department of Athletics. (2007)

Mary Agnes Edsall, B.A., M.A., Ph.D. (Columbia), Assistant Professor of English. (2003)

Gustavo Faverón-Patriau, B.A., Lic. (Pontificia Universidad Católica del Perú), M.A., Ph.D. (Cornell), Assistant Professor of Romance Languages. (2005)

Stephen T. Fisk, A.B. (California–Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (1977)

John M. Fitzgerald, A.B. (Montana), M.S., Ph.D. (Wisconsin), William D. Shipman Professor of Economics. (1983)

Pamela M. Fletcher, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Associate Professor of Art History. (2001)

Tomas Fortson, Coach in the Department of Athletics. (2000)

Mark Foster, B.A. (Wheaton), M.A., Ph.D. (Brown), Assistant Professor of English. (2006)

Paul N. Franco, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. *(On leave of absence for the academic year.)* (1990)

Michael M. Franz, B.A. (Fairfield), M.A., Ph.D. (Wisconsin–Madison), Assistant Professor of Government. (2005)

Paul Friedland, B.A. (Brown), M.A. (Chicago), Ph.D. (California–Berkeley), Associate Professor of History. (1997)

Judy Gailen, M.F.A. equiv. (Yale School of Drama), Adjunct Lecturer in Theater. (*Fall semester.*)

Mary Lucile Gallaudet, B.A. (Kansas), M.S. in Ed. (Bank Street), Adjunct Lecturer in Education and Director of Field Experiences. *(Academic year.)*

Kristen R. Ghodsee, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), Assistant Professor of Gender and Women's Studies. (2002)

Timothy J. Gilbride, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)

Jonathan P. Goldstein, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)

Celeste Goodridge, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (1986)

Sunil Goonasekera, B.A. (Peradeniya), M.A., Ph.D. (California–San Diego), Visiting Associate Professor of Religion and Anthropology. (2006)

David Gordon, B.A. (University of Cape Town), M.A., Ph.D. (Princeton), Assistant Professor of History. (2005)

Meggan Gould, B.A. (North Carolina–Chapel Hill), M.F.A. (Massachusetts–Dartmouth), Visiting Assistant Professor of Art. (2006)

Robert K. Greenlee, B.M., M.M. (Oklahoma), D.M. (Indiana), Professor of Music. *(On leave of absence for the academic year.)* (1982)

Elizabeth Grote, B.S. (Vermont), M.S. (New Hampshire), Coach in the Department of Athletics. (2002)

Valérie Guillet, M.A. (Université Jean Moulin), M.A. (SUNY–Binghamton), Visiting Lecturer in Romance Languages. (2007)

Lance L. P. Guo, B.A., M.A. (Beijing Normal University), M.A. (Johns Hopkins), Ph.D. (Washington), Assistant Professor of Government and Asian Studies. (2000)

Anne C. J. Hayden, B.A. (Harvard), M.S. (Duke), Adjunct Lecturer in Environmental Studies. *(Fall semester.)*

David Hecht, B.A. (Brandeis), Ph.D. (Yale), Visiting Assistant Professor of History. (2006)

Barbara S. Held, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (1979)

Laura A. Henry, B.A. (Wellesley), M.A., Ph.D. (California–Berkeley), Assistant Professor of Government. *(On leave of absence for the academic year.)* (2004)

Anne Henshaw, B.A. (New Hampshire), M.A., Ph.D. (Harvard), Adjunct Assistant Professor of Anthropology and Director of the Coastal Studies Center. (1996)

Anna H. Hepler, B.A. (Oberlin), M.F.A (Wisconsin–Madison), Visiting Assistant Professor of Art. (2003)

Guillermo Herrera, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Associate Professor of Economics. (2000)

K. Page Herrlinger, B.A. (Yale), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (1997)

James A. Higginbotham, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund and Associate Curator for the Ancient Collection. (1994)

Paul Holbach, A.B. (Gustavus Adolphus), Coach in the Department of Athletics. (2007)

John C. Holt, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan, Jr., Professor of the Humanities in Religion and Asian Studies. *(ISLE Program Director, Sri Lanka – spring semester.)* (1978)

Sree Padma Holt, B.A., M.A., Ph.D. (Andhra University), Lecturer in Asian Studies *(fall semester)* and Administrative Director of the ISLE Program.

Hadley Wilson Horch, B.A. (Swarthmore), Ph.D. (Duke), Assistant Professor of Biology and Neuroscience. (2001)

Mary Hunter, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (1997)

George S. Isaacson, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Education. *(Fall semester.)*

William R. Jackman, B.S. (Washington–Seattle), Ph.D. (Oregon), Assistant Professor of Biology. (2007)

Nancy E. Jennings, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Professor of Education and Associate Dean for Academic Affairs. (1994)

DeWitt John, B.A. (Harvard), M.A., Ph.D. (Chicago), Senior Lecturer in Government and Environmental Studies and Thomas F. Shannon Director of Environmental Studies. (2000)

Amy S. Johnson, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. *(On leave of absence for the academic year.)* (1989)

Eileen Sylvan Johnson, B.S. (Cornell), M.A. (Massachusetts–Amherst), Adjunct Lecturer in Environmental Studies *(fall semester)* and Program Manager. (2007)

Gwyneth Jones, Senior Lecturer in Dance Performance. (1987)

Cristle Collins Judd, B.M., M.M. (Rice), M.Mus., Ph.D. (London), Professor of Music and Dean for Academic Affairs. (2006)

Susan A. Kaplan, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)

Wade Kavanaugh, A.B. (Bowdoin), Adjunct Lecturer in Art. *(Fall semester.)*

B. Zorina Khan, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Associate Professor of Economics. *(On leave of absence for the academic year.)* (1996)

Ann L. Kibbie, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. *(On leave of absence for the academic year.)* (1989)

Angus S. King, A.B. (Dartmouth), L.L.B. (Virginia), Distinguished Lecturer.

Aaron W. Kitch, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Assistant Professor of English. (2002)

Matthew W. Klingle, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2001)

Jane E. Knox-Voina, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian. (1976)

Bruce D. Kohorn, B.A. (Vermont), M.S., Ph.D. (Yale), Professor of Biology and Biochemistry. (2001)

Michael Kolster, B.A. (Williams), M.F.A. (Massachusetts College of Art), Assistant Professor of Art. (2000)

Belinda Kong, B.A. (William and Mary), M.A., Ph.D. (Michigan–Ann Arbor), Assistant Professor of Asian Studies and English. (2005)

Jennifer Clarke Kosak, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics. (1999)

Edward P. Laine, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology. (1985)

Henry C. W. Laurence, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. *(On leave of absence for the academic year.)* (1997)

Peter D. Lea, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Geology. (1988)

De-nin Deanna Lee, B.A. (California–Berkeley), M.A. (Williams), Ph.D. (Stanford), Assistant Professor of Art History and Asian Studies. (2003)

Joon-Suk Lee, Diplom (Universität Karlsruhe), M.A. (Michigan–Ann Arbor), Ph.D. (North Carolina–Chapel Hill), Assistant Professor of Economics. (2005)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science Emeritus. (1963)

Adam B. Levy, B.A. (Williams), Ph.D. (Washington), Professor of Mathematics. (1994)

John Lichter, B.S. (Northern Illinois), Ph.D. (Minnesota), Associate Professor of Biology and Environmental Studies. (2000)

Karen U. Lindo, B.S. (Maryland), M.A. (New Uork University), Ph.D. (California–Los Angeles), Visiting Assistant Professor of Romance Languages. (2007)

Brian R. Linton, B.A. (Allegheny), Ph.D. (Pittsburgh), Assistant Professor of Chemistry. (2000)

Margot Livesey, B.A. (University of York–England), John F. and Dorothy H. Magee Writer-in-Residence. *(Spring semester.)* (2006)

Barry A. Logan, B.A. (Cornell), Ph.D. (Colorado), Associate Professor of Biology. (1998)

Janet K. Lohmann, B.A., M.A. (Lehigh), Ph.D. (Massachusetts), Visiting Assistant Professor of Sociology. (2003)

Suzanne B. Lovett, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)

Scott MacEachern, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Professor of Anthropology. (1995)

Peter C. Mackelworth, B.S. (Wolverhampton), M.S. (Heriot–Watt); Ph.D. (University College–London), Coastal Studies Scholar-in-Residence and Adjunct Lecturer in Anthropology. (*Fall semester.*) (2007)

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Janet M. Martin, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. *(On leave of absence for the fall semester.)* (1986)

Frank Mauceri, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Director of Jazz Ensembles. *(Adjunct.)* (2003)

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Thomas E. McCabe, Jr., B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)

James W. McCalla, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. (1985)

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Daniel B. Fayerweather Professor of Political Economy and Sociology and Senior Faculty Fellow in the Center for the Common Good. (1975)

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Terry Meagher, A.B. (Boston), M.S. (Illinois State), Associate Director of Athletics and Sidney J. Watson Coach of Men's Ice Hockey. (1983)

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Richmond R. Thompson, B.S. (Furman), Ph.D. (Cornell), Associate Professor of Psychology and Neuroscience. (1999)

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John H. Turner, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)

David J. Vail, A.B. (Princeton), M.A., Ph.D. (Yale), Adams-Catlin Professor of Economics. (1970)

June A. Vail, A.B. (Connecticut), M.A.L.S. (Wesleyan), Professor of Dance. *(On leave of absence for the spring semester.)* (1987)

Lance van Sittert, B.A., Ph.D. (Cape Town), Mellon Global Scholar in Environmental Studies. *(Spring semester.)*

Krista E. Van Vleet, B.S. (Beloit), M.A., Ph.D. (Michigan), Associate Professor of Anthropology. (1999)

William C. VanderWolk, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Henry Wadsworth Longfellow Professor of Modern Languages. (1984)

Dharni Vasudevan, B.S. (Massachusetts Institute of Technology), M.S., Ph.D. (Johns Hopkins), Associate Professor of Chemistry and Environmental Studies. *(On leave of absence for the academic year.)* (2003)

Roland Vazquez, B.A., M.A. (CUNY), M.A., Ph.D. (Cornell), Director of Chamber Ensembles. (*Adjunct.*)

Margaret Hanétha Vété-Congolo, B.A., M.A., Ph.D. (Université des Antilles et de la Guyane), Assistant Professor of Romance Languages. *(On leave of absence for the fall semester.)* (2001)

Laura Foster Voss, B.A. (Colorado College), Ph.D. (California–Los Angeles), Assistant Professor of Chemistry. (2007)

Anthony E. Walton, B.A. (Notre Dame), M.F.A. (Brown), Writer-in-Residence. (1995)

James E. Ward, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (1968)

Jeffrey H. Ward, A.B. (Dartmouth), M.A. (Columbia), Ashmead White Director of Athletics. (1998)

Christopher Watkinson, A.A. (Full Sail School of Recording), B.A. (Southern Maine), Adjunct Lecturer in Music and Recital Hall Technician. (2007)

William C. Watterson, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. (1976)

Susan E. Wegner, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. *(On leave of absence for the fall semester.)* (1980)

Allen Wells, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell, Jr., Professor of History. *(On leave of absence for the fall semester.)* (1988)

Tricia Welsch, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green, Jr. Fund. (1993)

Mark C. Wethli, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)

Eugenia Wheelwright, B.A. (Yale), M.A. (Washington), Visiting Lecturer in Romance Languages. (2005)

Nathaniel T. Wheelwright, B.S. (Yale), Ph.D. (Washington), Anne T. and Robert M. Bass Professor of Natural Sciences. (1986)

Stacy Wilson, B.S. (Acadia University, Nova Scotia), M.Ed. (Minnesota–Duluth), Coach in the Department of Athletics. (2007)

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Helen Wong, B.A. (Pomona), M.S., Ph.D. (Yale), Postdoctoral Fellow in Mathematics. (2007)

Peter J. Woodruff, B.A. (Dartmouth), Lecturer in Biology. (2007)

Jean M. Yarbrough, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Gary M. Pendy, Sr., Professor of Social Sciences. (1988)

Enrique Yepes, B.A. (Universidad Pontificia Bolivariana), Ph.D. (Rutgers), Peter M. Small Associate Professor of Romance Languages. *(On leave of absence for the spring semester.)* (1996)

Mary Lou Zeeman, B.A., M.A. (Oxford), Ph.D. (California–Berkeley), R. Wells Johnson Professor of Mathematics. *(On leave of absence for the spring semester.)* (2006)

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Samuel Shipp Butcher, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)

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Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus. (1990)

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A. Myrick Freeman III, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)

Alfred H. Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)

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William Davidson Geoghegan, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion Emeritus. (1954)

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

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Charles Ellsworth Huntington, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)

Arthur M. Hussey II, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology Emeritus. (1961)

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Christine Brooks Cote, B.A. (University of San Diego), M.A. (California–Riverside), M.A. (Notre Dame), Ed.D. (Western Michigan), Director of Institutional Research and Registrar.

Margaret F. Allen, A.B. (Bowdoin), M.L.I.S. (South Carolina), Assistant Director of Institutional Research.

Julie Bedard, B.S. (Keene State), Associate Registrar.

Janice E. Brackett, B.S. (Cornell), Associate Registrar.

RESIDENTIAL LIFE

Kimberly A. Pacelli, A.B. (Bowdoin), Ed.M. (Harvard), Director.

Tucker Harrison, A.B. (Bowdoin), Assistant Director of Residential Life.

Emanuel Lora, A.B. (Bowdoin), Assistant Director of Residential Life.

Erica Ostermann, A.B. (Bowdoin), Assistant Director of Residential Life.

Lisa L. Rendall, A.S. (Westbrook), Operations Manager.

SAFETY AND SECURITY

Randall T. Nichols, B.S. (Maine–Augusta), Director of Safety and Security.

Michael W. Brown, B.A. (Southern Maine), Assistant Director for Security Operations.

Louann K. Dustin-Hunter, Reserve Certificate (Police Academy), A.S. (Southern Maine Technical), Assistant Director for Security Support Services.

STUDENT AFFAIRS

Timothy W. Foster, A.B. (Dartmouth), M.A. (North Carolina–Chapel Hill), Dean of Student Affairs.

Margaret Hazlett, A.B. (Princeton), M.Ed. (Harvard), Senior Associate Dean of Student Affairs.

Laura Kim Lee, B.A. (Oberlin), M.A., Ph.D. (California–Los Angeles), Assistant Dean of Student Affairs/International Student Advisor.

Beth Levesque, Administrative Assistant/Office Manager.

MaryBeth Mathews, B.S., M.S. (Southern Maine), Assistant Dean of First-Year Students.

Mary Patricia McMahon, A.B. (Yale), M.Sc. (London School of Economics), Associate Dean/Dean of First-Year Students.

Wil Smith, A.B. (Bowdoin), J.D. (Maine), Associate Dean of Multicultural Student Programs.

Denise A. Trimmer, B.S. (Kansas State), M.B.A. (Southern New Hampshire), Executive Assistant to the Dean of Student Affairs.

STUDENT AID

Stephen H. Joyce, B.A. (Williams), Ed.M. (Harvard), Director of Student Aid.

Liz Jacobson-Carroll, A.B. (Mount Holyoke), M.Ed. (Lesley College), Manager of Student Employment.

Gary Weaver, B.A. (Colby College), M.A., M.B.A. (New Hampshire), C.F.P., Associate Director of Student Aid.

STUDENT LIFE AND SMITH UNION

Allen W. Delong, B.S. (Maine–Orono), M.Ed. (Vermont), Ph.D. (Ohio State), Director of Student Life and the Smith Union.

Kathryn L. Bathras, A.B. (Bowdoin), Program Advisor/Student Activities Advisor.

TREASURER'S OFFICE

S. Catherine Longley, A.B. (Bowdoin), J.D. (Suffolk), Senior Vice President for Finance and Administration & Treasurer.

Nancy Osher Blumberg, B.A. (Wellesley), M.B.A. (Stanford), Special Projects Analyst.

Amy Dionne, B.A. (Franklin Pierce), Executive Assistant.

Susan W. Dye, B.A. (Bates), Property Manager.

Megan A. Hart, B.A. (Middlebury), J.D. (Maine), Assistant to the Treasurer.

James E. Kelley, B.S. (St. Joseph's), Procurement and Risk Manager.

Richard D. Lord, B.A. (Maine), Senior Budget Analyst.

Delwin C. Wilson III, A.B. (Bowdoin), Director of Finance and Campus Services.

UPWARD BOUND

Bridget D. Mullen, B.A., M. Phil. (College of the Atlantic), Director.

Virginia J. Fowles Ward, B.A. (Colby), M.S.W. (Smith), Academic Counselor/Coordinator of Program Services.

WOMEN'S RESOURCE CENTER

Meadow Davis, B.A. (Trinity), M.A. (Maryland), Director.

OFFICERS OF ADMINISTRATION EMERITI

Martha J. Adams, Assistant Director of Alumni Relations Emerita.

Kent John Chabotar, B.A. (St. Francis), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer Emeritus.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), L.H.D. (Bowdoin), Secretary of the College Emeritus.

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (California–Los Angeles), Director of the Computing Center Emeritus.

Margaret Edison Dunlop, A.B. (Wellesley), Associate Director of Admissions Emerita.

Robert H. Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton, Colby), President of the College Emeritus.

James Packard Granger, B.S. (Boston University), C.P.A., Controller Emeritus.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

Dianne Molin Gutscher, B.S. (Pratt Institute), C.A. (Academy of Certified Archivists), Associate Curator for Special Collections Emerita.

Orman Hines, Dining Service Purchasing Manager Emeritus.

Helen Buffum Johnson, Registrar Emerita.

Pamalee J. Labbe, Administrative Assistant in the Department of Chemistry Emerita.

John Bright Ladley, B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Public Services Librarian Emeritus.

Elizabeth Kilbride Littlefield, Administrative Assistant to the Dean for Academic Affairs Emerita.

Betty Mathieson Massé, Assistant to the Treasurer Emerita.

Betty Andrews McNary, Assistant Director of Annual Giving Emerita.

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian Emeritus.

Walter Henry Moulton, A.B. (Bowdoin), Director of Student Aid Emeritus.

Ann Semansco Pierson, A.B. (Bowdoin), Director of Programs in Teaching and Coordinator of Volunteer Services Emerita.

Judith Coffin Reindl, Administrative Assistant to the Vice President of Finance and Administration Emerita.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Principal Cataloger Emerita.

Richard E. Steele, A.B. (Harvard), M.A. (Vermont), Ph.D. (Wisconsin–Madison), Dean of Admissions and Financial Aid Emeritus.

Kathryn Drusilla Fielding Stemper, A.B. (Connecticut College), Secretary to the President Emerita.

Lucie G. Teegarden, A.B. (College of New Rochelle), A.M. (Yale), Director of Publications Emerita.

Harry K. Warren, A.B. (Pennsylvania), Director of the Moulton Union, Director of Career Counseling, and Secretary of the College Emeritus.

Katharine J. Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director of the Bowdoin College Museum of Art Emerita.

Barbara MacPhee Wyman, Supervisor of the Service Bureau Emerita.

Alice F. Yanok, Administrative Assistant to the Dean of the College Emerita.

Committees of the College

2007-2008 COMMITTEES OF THE TRUSTEES*

Academic Affairs: Michele G. Cyr, *Chair;* Jeff D. Emerson, Marc B. Garnick, Dennis J. Hutchinson, Ann H. Kenyon, Barry Mills, Henry T. Moniz, John S. Osterweis, Jane L. Pinchin, Linda H. Roth, D. Ellen Shuman, Alan R. Titus; Faculty member to be elected from Curriculum and Educational Policy Committee; Samuel B. Dinning '09, Michaela L. Wallin '08, *alternate;* Cristle Collins Judd, *liaison officer.*

Admissions and Financial Aid: Joan Benoit Samuelson, *Chair;* Tracy J. Burlock, Gerald C. Chertavian, Laurie A. Hawkes, Dennis J. Hutchinson, William S. Janes, John F. McQuillan, Barry Mills, Henry T. Moniz, Tamara A. Nikuradse, John S. Osterweis, H. Allen Ryan, Paula M. Wardynski; James J. Mullen, *faculty;* Sara A. Holby '08, Bozhidar I. Karanovsky '10, *alternate;* William M. Shain, *liaison officer.*

Audit Committee: William E. Chapman II, *Chair;* Marc B. Garnick, Ann H. Kenyon, John F. McQuillan, D. Ellen Shuman; S. Catherine Longley and Matthew P. Orlando, *liaison officers.*

Development and College Relations: David P. Wheeler, *Chair;* Deborah Jensen Barker, Tracy J. Burlock, Michael S. Cary, Leonard W. Cotton, Laurie A. Hawkes, Karen T. Hughes, William S. Janes, Michael P. Lazarus, James W. MacAllen, Barry Mills, H. Allen Ryan, Alan R. Titus, Robert F. White; Matthew W. Klingle, *faculty;* Gail A. Berson, *alumni*; William F. Donahoe '08, Helen X. Pu '10, *alternate;* William A. Torrey, *liaison officer.*

Campaign Steering Committee: Deborah Jensen Barker, *Co-Chair*, Robert F. White, *Co-Chair;* Paul B. Brountas*, David G. Brown, William E. Chapman II, Stanley F. Druckenmiller*, Stephen F. Gormley, William S. Janes, Donald R. Kurtz*, James W. MacAllen, Barry Mills, Scott B. Perper, Peter M. Small, Frederick G. P. Thorne*, Alan R. Titus, David P. Wheeler, Barry N. Wish*, Donald M. Zuckert*; Robert F. Lakin and Scott E. Willkomm, *alumni*; Elizabeth D. Orlic and William A. Torrey, *liaison officers.*

Subcommittee on Planned Giving: Marijane L. Benner Browne, *Chair;* David G. Brown, Marc B. Garnick, Donald R. Kurtz*, James W. MacAllen, H. Allen Ryan, Alan R. Titus; Stephen P. Hyde and William A. Torrey, *liaison officers.*

Executive: Peter M. Small, *Chair;* William E. Chapman II, Michele G. Cyr, Stephen F. Gormley, Gregory E. Kerr, James W. MacAllen, Barry Mills, Geoffrey C. Rusack, Joan Benoit Samuelson, Sheldon M. Stone, David P. Wheeler; *Subcommittee Chairs invited:* Marijane L. Benner Browne, Michael S. Cary, Tamara A. Nikuradse. *Also invited:* Deborah Jensen Barker, Jeff D. Emerson, Dennis J. Hutchinson, Robert F. White; *Representatives:* Nancy E. Collins, *alumni;* Guillermo E. Herrera, *faculty;* Bruce M. MacNeil, *parent;* Dustin D. Brooks '08; Richard A. Mersereau, *secretary.*

** *The President of the College is an ex officio member of all standing committees, except the Audit Committee.*

* *Emeritus status.*

Facilities and Properties: Geoffrey C. Rusack, *Chair;* Leonard W. Cotton, Marc B. Garnick, John A. Gibbons, Jr., Bradford A. Hunter, Barry Mills, Scott B. Perper, Jane L. Pinchin, Linda H. Roth, David P. Wheeler; Mark C. Wethli, *faculty;* Michael S. Dooley '10, Elizabeth L. Cohen '08, *alternate;* S. Catherine Longley, *liaison officer.*

Financial Planning: Stephen F. Gormley, *Chair;* Tracy J. Burlock, Jeff D. Emerson, John A. Gibbons, Jr., Bradford A. Hunter, Barry Mills, Scott B. Perper, D. Ellen Shuman, James E. Staley, Richard H. Stowe, Paula M. Wardynski; Suzanne B. Lovett, *faculty;* Dustin D. Brooks '08, Ugo W. Egbunike '09, *alternate;* S. Catherine Longley and Delwin C. Wilson, *liaison officers.*

Investment: Sheldon M. Stone, *Chair;* Stanley F. Druckenmiller*, Stephen F. Gormley, James W. MacAllen, Barry Mills, D. Ellen Shuman, James E. Staley, Richard H. Stowe, Frederick G. P. Thorne*, Robert F. White; Deborah S. DeGraff, *faculty;* Edward S. Hyman, *parent*; Paula Volent, *liaison officer.*

Special Committee on Multicultural Affairs: Tamara A. Nikuradse, *Chair;* Marijane L. Benner Browne, Gerald C. Chertavian, Michele G. Cyr, Alvin D. Hall, Gregory E. Kerr, Barry Mills, Jane L. Pinchin; Linda J. Docherty, *faculty;* Kerri-Lynn Foley '08, Christine L. Kue '09, *alternate;* Wil Smith and Steven Cornish, *liaison officers.*

Student Affairs: Gregory E. Kerr, *Chair;* Gerald C. Chertavian, Karen T. Hughes, Michael P. Lazarus, John F. McQuillan, Barry Mills, Geoffrey C. Rusack, Joan Benoit Samuelson, Sheldon M. Stone, John J. Studzinski; Shelley M. Deane, *faculty;* Bruce M. MacNeil, *parent;* Tony C. Thrower '09, Brooks S. Winner '10, *alternate*; Timothy W. Foster, *liaison officer.*

Committee on Trustees: James W. MacAllen, *Chair;* Deborah Jensen Barker, David G. Brown, Marijane Benner Browne, Michael S. Cary, William E. Chapman II, Barry Mills, David P. Wheeler; Richard A. Mersereau and William A. Torrey, *liaison officers.*

Subcommittee on Honors: John J. Studzinski, *Chair*; Michael S. Cary, *Vice Chair;* Alvin D. Hall, Karen T. Hughes, Lisa A. McElaney, Barry Mills; Patsy S. Dickinson, *faculty;* Scott A. Meiklejohn, Amy Minton, and John Cross, *liaison officers.*

Additional Service:

Museum of Art Executive Advisory Council: David P. Becker*, Michele G. Cyr, Alvin D. Hall, Lisa A. McElaney, Jane L. Pinchin, Linda H. Roth.

Information Technology Advisory Committee: Jeff D. Emerson, *Chair;* David G. Brown, John A. Gibbons, Jr.; Paul E. Schaffner, *faculty;* Sean M. Marsh, *Alumni Council;* Johannes H. Strom '09; Mitchel W. Davis, *staff liaison.*

Trustee Liaison to the Young Alumni Leadership Program (YALP): Jeff D. Emerson, Bradford A. Hunter, Joan Benoit Samuelson.

Staff Liaison to the Trustees: Richard A. Mersereau

Secretary: Anne W. Springer

Assistant Secretary: David R. Treadwell

College Counsel: Peter B. Webster

EMERITI

David P. Becker	Museum of Art Executive Advisory Council
Paul P. Brountas	Campaign Steering
Stanley F. Druckenmiller	Campaign Steering – Honorary *Chair*, Investment
Donald R. Kurtz	Campaign Steering, Subcommittee on Planned Giving
Frederick G.P. Thorne	Campaign Steering – Honorary *Chair*, Investment
Barry N. Wish	Campaign Steering – Honorary *Chair*
Donald M. Zuckert	Campaign Steering

ALUMNI COUNCIL REPRESENTATIVES

Development and College Relations:	Gail A. Berson
Executive Committee:	Nancy E. Collins
Board of Trustees:	Nancy E. Collins and Gail A. Berson

PARENT REPRESENTATIVES

Executive, Student Affairs, Board of Trustees	Bruce M. MacNeil, P'00, '04, '08
Investment	Edward S. Hyman, P'10

FACULTY REPRESENTATIVES

Academic Affairs	Faculty to be elected from Curriculum and Educational Policy Committee
Admissions and Financial Aid	James J. Mullen
Development and College Relations	Matthew W. Klingle
Executive Committee	Guillermo E. Herrera
Facilities and Properties	Mark C. Wethli
Financial Planning	Suzanne B. Lovett
Investment	Deborah S. DeGraff
Special Committee on Multicultural Affairs	Linda J. Docherty
Student Affairs	Shelley M. Deane
Subcommittee on Honors	Patsy S. Dickinson
Board of Trustees	Guillermo E. Herrera and Aaron W. Kitch

STUDENT REPRESENTATIVES

Academic Affairs	Samuel B. Dinning '09, Michaela L. Wallin '08 *(alternate)*
Admissions and Financial Aid	Sara A. Holby '08, Bozhidar I. Karanovsky '10 *(alternate)*
Development and College Relations	William F. Donahoe '08, Helen X. Pu '10 *(alternate)*
Executive Committee	Dustin D. Brooks '08
Facilities and Properties	Michael S. Dooley '10, Elizabeth L. Cohen '08 *(alternate)*
Financial Planning	Dustin D. Brooks '08, Ugo W. Egbunike '09 *(alternate)*
Special Committee on Multicultural Affairs	Kerri-Lynn Foley '08, Christine L. Kue '09 *(alternate)*
Student Affairs	Tony C. Thrower '09, Brooks S. Winner '10 *(alternate)*
Board of Trustees	Dustin D. Brooks '08, Kathryn A. Solow '10

FACULTY COMMITTEES FOR 2007–08

TBD, *Faculty Parliamentarian*
Scott MacEachern, *Faculty Moderator*
Deborah S. DeGraff, *Clerk of the Faculty (fall)*
TBD, *Clerk of the Faculty (spring)*

FACULTY COMMITTEES

[Note: Numbers in parentheses indicate the year in which the current term on an elected committee ends.]

Appeals (Reappointment, Promotion and Tenure)

Joe Bandy (09), Aviva J. Briefel (10), Charles Dorn (10), Anne E. McBride (08), Stephen G. Naculich (09), and Jennifer R. Scanlon (10).

Appointments, Promotion and Tenure

Nathaniel T. Wheelwright (08), *Chair* (fall), David Collings (09), *Chair* (spring); Mark O. Battle (08), Katherine Dauge-Roth (09), and Louisa M. Slowiaczek (08). *Ex officio:* Dean for Academic Affairs.

Governance

Mary K. Hunter (08) *Chair;* Guillermo E. Herrera (09), Aaron W. Kitch (09), Scott MacEachern (10), and Stephen G. Perkinson (09).

APPOINTED FACULTY COMMITTEES

Administrative

The President, *Chair;* the Dean of Student Affairs, an Associate/Assistant Dean of Student Affairs, Jorunn J. Buckley, Gregory P. DeCoster, Michael F. Palopoli, and Jean M. Yarbrough. *Undergraduates:* Clark S. Gascoigne '08 and Kathryn A. Solow '10 *(alternate).*

Admissions and Financial Aid

James J. Mullen, *Chair;* the Dean of Admissions, Dean of Student Affairs, Director of Student Aid, Connie Y. Chiang, Madeleine E. Msall, and William C. Watterson. *Undergraduates:* Sara A. Holby '08 and Bozhidar I. Karanovsky '10.

Curriculum and Educational Policy

The Dean for Academic Affairs, *Chair;* the President, William Barker, James Higginbotham, Anne E. McBride, Samuel P. Putnam, Jill S. Smith, and Allen L. Springer. *Undergraduates:* Samuel B. Dinning '08 and Michaela L. Wallin '08. *Alternate:* Keri C. Forbringer '10.

Faculty Affairs Committee

Stephen G. Naculich, *Chair;* the Dean for Academic Affairs, Elena Cueto-Asín, Dallas G. Denery, David M. Gordon, and Susan A. Kaplan.

Faculty Resources

Krista Van Vleet, *Chair;* the Associate Dean for Academic Affairs, Susan E. Bell, Gustavo Faverón-Patriau, Hadley W. Horch, Stephen M. Majercik. *Alternate:* Lance L. P. Guo.

Fellowships and Scholarships

Thomas W. Baumgarte, *Chair;* Sherrie S. Bergman, G. Mark Foster, Page Herrlinger, Jennifer B. Clarke Kosak, De-nin D. Lee and David J. Vail; an Assistant Dean of Student Affairs, and one staff member to be appointed. *Ex officio:* Director of Fellowships and Student Research.

First-Year Seminar Committee

Pamela Ballinger, *Chair;* David K. Hecht, John Lichter, Christian P. Potholm, and Matthew Stuart.

Lectures and Concerts

Barbara Weiden Boyd, *Chair;* the Director of Student Life and the Smith Union, Associate Dean for Academic Affairs, Songren Cui, Janet M. Martin, Thomas Pietraho, and Vineet A. Shende. *Ex officio:* Dean of Student Affairs. *Undergraduates:* Sally T. Hudson '10 and David K. Thomson '08.

Library

Peter D. Lea, *Chair;* the College Librarian, Paola Boel, Michael M. Franz, Elizabeth Muther, and Tricia Welsch. *Undergraduates:* Nicholas I. Simon '09 and Jung Eun Song '10.

Off-Campus Study

Nancy E. Riley, *Chair;* the Director of Off-Campus Study, John M. Fitzgerald, Arielle Saiber, and Vyjayanthi R. Selinger. *Undergraduates:* Lindsay A. Enriquez '10 and Nicole M. Willey '08. *Ex officio:* Associate Dean for Curriculum.

Recording

James W. McCalla, *Chair;* the Dean of Student Affairs, Senior Associate Dean of Student Affairs, Associate Dean for Curriculum, Registrar, Associate Registrar, Steven R. Cerf, Jonathan P. Goldstein, and Laura I. Toma. *Undergraduates:* Daniel F. Brady '08 and Emily M. Coffin '08. *Alternate:* Raya Z. Gabry '10.

Research Oversight

Patsy S. Dickinson, *Chair;* the Associate Dean for Academic Affairs, Joanna L. Bosse, Seth J. Ramus, Doris A. Santoro Gómez, Lawrence H. Simon, and Ray S. Youmans, D.V.M.

Student Affairs

The Dean of Student Affairs, *Chair;* the Senior Associate Dean of Student Affairs, Director of Student Life and the Smith Union, Director of Athletics, an Assistant Director of Athletics, Mary Agnes Edsall, Gwyneth Jones, Raymond H. Miller, and Jennifer R. Scanlon. *Undergraduates:* Alicia C. Martinez '10, Dudney Sylla '08, Tony C. Thrower '09, and Brooks S. Winner '10.

Student Awards

Richard E. Morgan, *Chair;* Pamela M. Fletcher, Jane E. Knox-Voina, and Edward P. Laine.

Teaching

Dale A. Syphers, *Chair;* the Associate Dean for Academic Affairs, Director of the Baldwin Program for Academic Development, Rachel J. Beane, Rachel Connelly, Joon-Suk Lee, Elizabeth A. Pritchard, and Mary Lou Zeeman (fall). *Undergraduates:* Julian Chryssavgis '10 and Meaghan M. Maguire '08.

INTERDISCIPLINARY STUDIES PROGRAM COMMITTEES

Africana Studies

Peter M. Coviello, *Chair;* G. Mark Foster, David M. Gordon, Scott MacEachern, Dan J. Moos, Elizabeth Muther, Patrick Rael, and Jennifer R. Scanlon. *Undergraduates:* all student majors.

Asian Studies

Shuqin Cui, *Chair;* Songren Cui, Lance L. P. Guo, John C. Holt, Belinda Kong, De-nin D. Lee, Natsu Sato, Vyjayanthi Ratnam Selinger, and Kidder Smith, Jr. *Undergraduate*: one to be appointed.

Biochemistry

Barry A. Logan, *Chair;* Danielle H. Dube, Bruce D. Kohorn, Anne E. McBride, and David S. Page. *Ex officio:* Richard D. Broene.

Coastal Studies

Anne S. Henshaw, *Chair;* Connie Y. Chiang, Guillermo E. Herrera, DeWitt John, Susan A. Kaplan, Michael Kolster, Edward P. Laine, Peter D. Lea, John Lichter, Sarah F. McMahon, and James J. Mullen.

Environmental Studies

DeWitt John, *Chair;* Joe Bandy, Mark O. Battle, Connie Y. Chiang, Thomas Cornell, Guillermo E. Herrera, Matthew W. Klingle, Michael J. Kolster, John Lichter, Jill E. Pearlman, Lawrence H. Simon, Allen L. Springer, David J. Vail, Lance van Sittert *(spring)*, and Nathaniel T. Wheelwright.

Gay and Lesbian Studies

Aviva J. Briefel, *Chair;* Susan E. Bell, David Collings, Peter M. Coviello, Pamela M. Flefcher, and G. Mark Foster. *Undergraduates:* two to be appointed.

Gender and Women's Studies

Jennifer R. Scanlon, *Chair;* Pamela M. Fletcher, Kristen R. Ghodsee, Jennifer Clarke Kosak, Sarah F. McMahon, and Doris A. Santoro Gómez. *Ex officio:* Anne Clifford. *Undergraduates:* Two to be appointed.

Latin American Studies

Enrique Yepes, *Chair* (fall 2007), Allen Wells, *Chair* (spring 2008); Joe Bandy, Joanna L. Bosse, Nadia Celis, Elena Cueto-Asín, Gustavo Faverón-Patriau, Sarah Sarzynski, Leslie C. Shaw, John H. Turner, Krista E. Van Vleet, Hanetha Vété-Congolo, Susan E. Wegner, Eugenia S. Wheelwright, Nathaniel T. Wheelwright, and Carolyn Wolfenzon-Niego.

Neuroscience

Patsy S. Dickinson, *Chair;* Hadley W. Horch, Bruce D. Kohorn, Suzanne B. Lovett, Seth J. Ramus, and Richmond R. Thompson.

GENERAL COLLEGE COMMITTEES

Academic Computing

Paul Schaffner, *Chair;* Julian P. Diaz, Steve Fisk, Seth A. Ovadia, and Adriana M. Palacio. *Undergraduate:* Chair of the Student Computing Committee (Johannes H. Strom '09). *Ex officio*: the Chief Information Officer, the College Librarian, the Deputy Chief Information Officer. *Ex officio:* Ann C. Ostwald.

Athletic Review

Richard D. Broene.

Benefits Advisory

The Senior Vice President for Finance and Administration & Treasurer, *Chair;* Director of Human Resources, Assistant Director of Human Resources, Jeanne L. Bamforth (10), Margaret L. Hazlett (08), Martha Janeway (09), Kathleen P. Lucas (08), Elizabeth A. Stemmler, and Mark Wethli.

Bias Incident Group

The President, *Chair;* the Dean of Student Affairs, an Assistant Dean of Student Affairs, Director of Safety and Security, Director of the Counseling Service, Vice President for Communications and Public Affairs, Assistant to the President, Peter M. Coviello, Barbara S. Held, H. Roy Partridge, and Anne M. Peacock. *Undergraduates:* Clark S. Gascoigne '08 and Kathryn A. Solow '10.

Bowdoin Administrative Staff Steering Committee

Kimberly A. Pacelli (09) *Chair;* Juli Haugen (08), Eileen S. Johnson (10), Sue O'Dell (08), Keisha Payson (09), Lisa L. Rendall (10), and Denise A. Trimmer (09). *Ex officio:* Tamara D. Spoerri and the Assistant to the President.

Campus Safety

Mark Fisher, Manager of Environmental Health and Safety, *Chair;* Kathryn L. Bathras, Timothy M. Carr, Dan P. Davies, Jan Day, Mary E. Demers, Michele Gaillard, Philip M. Hamilton, Phyllis McQuaide, Ned E. Osolin, Erica C. Ostermann, Kyle Powell-MacDonald, Deborah A. Puhl, and Zoe I. Rote.

Chemical Hygiene

The Director of the Chemistry Laboratories (J. Foster), *Chair;* Science Center Manager (R. Bernier), the Director of Biology Laboratories (P. Bryer), Michael J. Kolster (Art), John Lichter (Environmental Studies), David Maschino (Arctic Museum), Karen A. Topp (Physics), and Joanne Urquhart (Geology). *Ex officio:* Manager of Environmental Health and Safety (M. Fisher).

Environmental Action Team

Mark J. Fisher, *Chair;* Rene L. Bernier, Michele Gaillard, DeWitt John, Elizabeth H. Palmer, Keisha Payson, Kyle Powell-MacDonald, Michael J. Roux, Theodore R. Stam, Jeff Tuttle, and Delwin C. Wilson. *Undergraduate:* Steven A. Kolberg '09.

Financial Priorities

The Treasurer, *Chair;* Stephen Cole (09), Barry A. Logan, Dominica S. Lord-Wood (09), Suzanne B. Lovett, Judith R. Montgomery (08), and James E. Ward. *Undergraduates:* Dustin D. Brooks '08 and Ugo W. Egbunike '09 *(alternate).*

The Grievance Committee for Student Complaints of Sex Discrimination or Discrimination on the Basis of Physical or Mental Handicap

The Dean for Academic Affairs, *Chair;* Shuqin Cui, Adam B. Levy, Sarah F. McMahon, and Jennifer Taback. *Undergraduates:* Kenneth N. L. Akiha '08, Clark S. Gascoigne '08, Lynzie A. McGregor '09 and Kathryn A. Solow '10.

Honor Code/J-Board

Richard D. Broene, Shelley M. Deane, Kristen Ghodsee, and John H. Turner.

Museum of Art Executive Advisory Council

Director of the Museum of Art, *Chair;* the Dean for Academic Affairs, Director of the Art History Program, Director of the Visual Arts Program, James Higginbotham, David P. Becker, Michele G. Cyr, Paul A. Friedland, Alvin D. Hall, halley k. harrisburg, Lisa A. McElaney, Jane L. Pinchin, Davis R. Robinson, and Linda H. Roth. *Undergraduates:* Alexandra L. Pfister '10, Cody J. Wyant '08 and David M. Zonana '09.

Oversight Committee on Multicultural Affairs

Linda J. Docherty, *Chair;* the Treasurer, *Vice Chair;* the Dean for Academic Affairs, Associate Dean for Curriculum, Dean of Student Affairs, Associate Dean for Multicultural Student Programs, Belinda Kong, Patrick Rael, Carol Rogers (08) and Victoria B. Wilson (09). *Undergraduates:* Kerri-Lynn Foley '08 and Christine L. Kue '09 *(alternate).*

Oversight Committee on the Status of Women

Faculty: Susan L. Tananbaum, *Chair;* Charlotte Daniels and Paul Sarvis. *Administrative Staff:* Martha B. Black (09) and Alison Ferris (08). *Support Staff:* Genevieve A. Creedon (09) and Carol A. Durak (08). *Undergraduates:* Kenneth N. L. Akiha '08 and Lynzie A. McGregor '09. *Ex officio:* Director of the Women's Resource Center and Director of Human Resources.

Radiation Safety

Richmond R. Thompson, *Chair;* the Manager of Environmental Health and Safety, Ronald L. Christensen, Peter D. Lea, Stephen G. Naculich, and William L. Steinhart. *Staff:* Judith Foster (Chemistry).

Sexual Misconduct Board

Bruce D. Kohorn, Marilyn Reizbaum, and designate of the Dean of Student Affairs. *Administrative Staff:* Liz Jacobson-Carroll (08) and Michael R. Tucker (09). *Support Staff:* Lynne P. Atkinson (09) and Anne Schaff (08). *Undergraduates:* Katherine E. Buckland '08 and Akira A. Shishido '08. *Alternates*: Emily W. Baird '09 and Matthew C. Smith '09.

Support Staff Advocacy Committee

Leslie M. Hill (08), *Co-Chair;* Rosemary Armstrong (08), Stella Crooker (09), Marjorie P. DeVece (08), Staci E. Lemont (09), Joyce Mayer (09), Lauren P. Sweetman (09), and Dawn Toth (08). *Ex officio:* Tamara D. Spoerri.

Workplace Advisors

Stephen P. Hyde, Leanne N. Pander, H. Roy Partridge, Karen L. Schneider, Delmar D. Small, Donna M. Trout, and Doris White.

TRUSTEE COMMITTEES

Representatives to the Trustees

Guillermo E. Herrera and Aaron W. Kitch. *Undergraduates:* Dustin D. Brooks '08 and Kathryn A. Solow '10. *Alumni Council:* Gail A. Berson '75 and Nancy E. Collins '76. *Parents Executive Committee:* Bruce M. MacNeil P'00, P'04, P'08.

Academic Affairs

Faculty member to be elected from Curriculum and Educational Policy Committee. *Undergraduates:* Samuel B. Dinning '09 and Michaela L. Wallin '08 *(alternate).*

Admissions and Financial Aid

James J. Mullen. *Undergraduates:* Sara A. Holby '08 and Bozhidar I. Karanovsky '10 *(alternate).*

Development and College Relations

Matthew W. Klingle. *Alumni Council:* Gail A. Berson '75. *Undergraduates:* William F. Donahoe '08 and Helen X. Pu '10 *(alternate).*

Representatives to the Executive Committee

Guillermo E. Herrera. Alumni Council: Nancy E. Collins '76. *Undergraduate:* Dustin D. Brooks '08. *Parents Executive Committee:* Bruce M. MacNeil P'00, P'04, P'08.

Facilities and Properties

Mark Wethli. *Undergraduates:* Michael S. Dooley '10 and Elizabeth L. Cohen '08 *(alternate).*

Financial Planning

Suzanne B. Lovett. *Undergraduates:* Dustin D. Brooks '08 and Ugo W. Egbunike '09 *(alternate).*

Information Technology Advisory Committee

Paul E. Schaffner. *Undergraduate:* Johannes H. Strom '09.

Investment

Deborah S. DeGraff.

Special Committee on Multicultural Affairs

Linda J. Docherty. *Undergraduates:* Kerri-Lynn Foley '08 and Christine L. Kue '09 *(alternate).*

Student Affairs

Shelley M. Deane. *Undergraduates:* Tony C. Thrower '09 and Brooks S. Winner '10 *(alternate). Parents Executive Committee:* Bruce M. MacNeil P'00, P'04, P'08.

Subcommittee on Honors (subcommittee of the Committee on Trustees)

Patsy S. Dickinson.

Bowdoin College Alumni Council

2007–2008

Nancy E. Collins, A.B. (Bowdoin). President. Term expires 2008.

Adrian L. Asherman, A.B. (Bowdoin). Term expires 2009.

Gail A. Berson, A.B. (Bowdoin), M.A. (Emerson). President-Elect. Term expires 2010.

Paul A. Berté, Jr., A.B. (Bowdoin), J.D. (Columbia), M.B.A. (Columbia). Term expires 2011.

Bruce R. Bockmann, A.B. (Bowdoin), M.B.A. (Harvard). Term expires 2008.

Roswell M. Bond, A.B. (Bowdoin). Term expires 2008.

Kathleen Greene Brower, A.B. (Bowdoin). Term expires 2010.

Michael R. Brown, A.B. (Bowdoin), L.L.B. (Columbia). Term expires 2011.

Andrew C. Cowen, A.B. (Bowdoin), M.B.A. (Pennsylvania). Term expires 2009.

John P. Dennis, A.B. (Bowdoin), J.D. (Boston University). Term expires 2009.

W. Keith Engel, A.B. (Bowdoin), M.D. (McGill). Term expires 2009.

Douglas M. Henry, A.B. (Bowdoin), J.D. (Cornell). Term expires 2011.

Joseph M. Herlihy, A.B. (Bowdoin), M.A. (Yale), J.D. (Boston University). Term expires 2011.

Margaret E. Heymsfeld, A.B. (Bowdoin). Term expires 2011.

Brett A. Hodess, A.B. (Bowdoin), B.S. (Columbia), M.B.A. (California–Berkeley). Term expires 2008.

Janet Mulcahy Kane, A.B. (Bowdoin), M.S. (Southern Connecticut State). Term expires 2011.

Robert F. Lakin, A.B. (Bowdoin), J.D. (Boston University). Term expires 2008.

Romelia S. Leach, A.B. (Bowdoin), J.D. (Fordham). Term expires 2010.

Elsa J. Lee, A.B. (Bowdoin), M.D. (Utah). Term expires 2010.

Megan E. Lim, A.B. (Bowdoin). Term expires 2009.

Sean M. Marsh, A.B. (Bowdoin). Term expires 2008.

David T. McDowell, A.B. (Bowdoin), M.Ed. (Harvard), M.A.L.S. (Wesleyan). Term expires 2010.

Mary Lee Moseley, A.B. (Bowdoin), M.S. (Massachusetts–Boston), J.D. (Washington). Term expires 2010.

Abigail Marr Psyhogeos, A.B. (Bowdoin). Term expires 2008.

John F. Reilly, A.B. (Bowdoin), M.S. (Johns Hopkins). Term expires 2008.

Julian G. Rios, A.B. (Bowdoin College). Term expires 2011.

Michelle A. Ryan, A.B. (Bowdoin). Term expires 2008.

Staci Williams Seeley, A.B. (Bowdoin), M.A.T. (Brown). Term expires 2009.

Steven R. Siegel, A.B. (Bowdoin), J.D. (New York University). Term expires 2009.

James S. Small, A.B. (Bowdoin). Term expires 2010.

Daniel B. Spears, A.B. (Bowdoin). Term expires 2008.

Melissa A. Tansey, A.B. (Bowdoin). Term expires 2010.

Widgery Thomas, Jr., A.B. (Bowdoin). Term expires 2010.

Calif X. Tran, A.B. (Bowdoin). Term expires 2008.

Thomas E. Walsh, Jr., A.B. (Bowdoin), M.A.L.S. (Dartmouth). Term expires 2011.

Andrew C. Wheeler, A.B. (Bowdoin). Term expires 2009.

Staff Representatives:

Eric F. Foushee, A.B. (Bowdoin), A.M. (Southern Methodist), Executive Director of Alumni Relations and Annual Giving

Rodie Lloyd, A.B. (Bowdoin), Associate Director of Alumni Relations

William A. Torrey, A.B., M.S.Ed. (Bucknell), Senior Vice President for Planning and Administration and Chief Development Officer.

Faculty Representative: TBD

Student Representatives: Two student representatives TBD, Aisha A. Woodward '08

APPENDIX I

Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions or, in a few cases, annually funded departmental or academic program awards. In addition, there are numerous fellowships, national awards, and prizes from other organizations that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, and the Honors Day Program.

THE BOWDOIN PRIZE: This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 2005. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The award was presented in 1995 to Senator George J. Mitchell '54, and in 2000 to former Secretary of Defense William S. Cohen '62. In May 2005, the Bowdoin Prize was presented to Thomas R. Pickering '53, who holds the personal rank of career ambassador, the highest designation in the U.S. Foreign Service, and who served as U.S. ambassador and representative to the United Nations from 1989 to 1992.

THE PRESERVATION OF FREEDOM FUND: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The most recent recipient of the award, in 2003, was Christopher R. Hill '74, Assistant United States Secretary of State for East Asian and Pacific Affairs; former Ambassador to the Republic of Korea, Poland, and Macedonia; former director for Southeast European Affairs at the National Security Council; special envoy for the Kosovo crisis; and distinguished career diplomat and peace negotiator.

THE COMMON GOOD AWARD: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society, a Bowdoin junior class society that was active from 1893 until 1922. The award is now given by Bowdoin College. (1915)

Sarah and James Bowdoin Scholars (Dean's List): Sarah and James Bowdoin Day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 36.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, and/or humanities. The selected departments choose a student to honor by purchasing books and placing them with a nameplate in the department library. The students also receive a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce 1905, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. 1907, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana studies. (1990)

Art History and Visual Arts

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to those students judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to one or more graduating seniors judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel, Jr., Memorial Fund: A prize is awarded annually to those students who, in the judgment of the studio art faculty, are deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biochemistry

John L. Howland Book Award in Biochemistry: This award, which was established in honor of John L. Howland, Josiah Little Professor of Natural Sciences and Professor of Biology and Biochemistry Emeritus and a member of the Bowdoin faculty from 1963 to 2002, who founded the Biochemistry Program at Bowdoin in 1971, is given each year to a student who has achieved academic and general excellence in the biochemistry program at the end of the junior year. (2005)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family, David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student or students in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Samuel Kamerling Award: This award, established by the Department of Chemistry in memory of Professor Samuel Kamerling, recognizes truly exceptional work in the organic chemistry laboratory program.

Philip Weston Meserve Fund: This prize, established in memory of Professor Philip Weston Meserve '11, is awarded to a junior chemistry or biochemistry major and is intended to "stimulate interest in Chemistry." (1941)

William Campbell Root Award: This award, established in honor of Professor William Root, recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

J. B. Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. 1902, formerly professor of Greek at the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

J. B. Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Computer Science

Computer Science Senior-Year Prize: This prize is awarded to a senior or seniors judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

Economics

Paul H. Douglas Prize: This prize, awarded by the Department of Economics each spring in honor of Paul H. Douglas '13, a respected labor economist and United States Senator, recognizes juniors who show outstanding promise in scholarship in economics.

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. 1904, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Stanley Plummer Prizes: The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given annually for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard, Jr., Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson 1902 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith, Jr., Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr., of the Class of 1903, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Environmental Studies

Academic Award in Environmental Studies: This prize is awarded to a graduating senior who has achieved outstanding academic distinction in the completion of the environmental studies coordinate major.

Community Service Award in Environmental Studies: This prize is awarded to a graduating student majoring in environmental studies who has demonstrated exemplary service to the College and the broader community.

Geology

Geology Book Award: This award is given annually to one first- or second-year student from each of the introductory geology courses for exceptional class performance including creative contributions to the class project.

Arthur M. Hussey II Prize in Geology: This prize, established by his colleagues in honor of Arthur M. Hussey II, professor of geology, is awarded annually for an outstanding research project by a senior majoring in geology, with preference for field projects undertaken in Maine. The award recognizes Professor Hussey's lasting contributions to the Department of Geology, notably his ability to inspire students through geological field work. (2000)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Latin American Studies

Latin American Studies Prize: This prize is awarded to a graduating Latin American studies major who, in the judgment of the Latin American Studies Committee, has achieved academic distinction and has contributed to an understanding of the region.

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Natural Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Neuroscience

Munno Neuroscience Prize: This prize, established by David W. Munno '99, is awarded for excellence in research by a student majoring in neuroscience. (2000)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dubé '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. 1905, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

Sophomore Prize in Spanish: This prize, established by the Department of Romance Languages, is awarded each year to the most promising sophomore who has declared a major in Spanish.

Russian

Russian Prize: This prize, established by Professor of Russian Jane Knox-Voina, is awarded to a graduating senior who has achieved distinction as a Russian major. (2003)

Sociology and Anthropology

Distinguished Community Service Award: This prize, established by the department and by Sports for Hunger, an organization dedicated to organizing athletes to alleviate hunger in the United States and abroad, is awarded to the student majoring or minoring in sociology or anthropology who demonstrates outstanding leadership in community service and in furthering the principles of social justice. (2003)

David I. Kertzer Prize in Sociology and Anthropology: This prize is awarded each year for the best senior paper in the Department of Sociology and Anthropology. The award is funded through the John W. Riley, Jr., and Matilda White Riley Sociology Fund and is given in honor of David Kertzer, a former professor in the department. (2003)

Matilda White Riley Prize in Sociology and Anthropology: This prize, established through a gift from distinguished sociologist John W. Riley '30, Sc.D. '72, honors Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research. It is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. 1907, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

A. Raymond Rutan IV Scholarship Award for Summer Study in Theater (2003): The Ray Rutan Fund for the Performing Arts, established by David Zach Webster '57, a life-long college volunteer and benefactor, honors A. Raymond Rutan IV '51, director of theater 1971-1993. The fund is intended to enrich the life of the College through the performing arts and may be used in part to support student summer study in theater.

UNDERGRADUATE RESEARCH ASSISTANCE

In addition to the Bowdoin-based fellowships described below, students have the opportunity to be nominated for selection for a number of national research grants. Further information on undergraduate and graduate research grants and fellowships is available in the Career Planning Center.

James Stacy Coles Undergraduate Research Fellowship and Summer Fellowship Fund (1997): Established by gifts of family members and friends as a memorial to James Stacy Coles, the fund supports the activity of students engaged directly in serious scientific research. Fellowships are awarded annually to highly qualified students by the President of the College. The funds are used by students for substantial participation in a scientific research project under the direction of a faculty member who is independently interested in the area under study. While the name of the project differs from discipline to discipline, all projects give students first-hand experience with productive scholarly scientific research. Awards are made on the basis of the candidate's academic record, particular interests and competence, the availability of an appropriate research project, and a faculty member's recommendation.

Martha Reed Coles Undergraduate Research Fellowship Fund (2000): Established in honor of Martha Reed Coles, by members of her family. As the first lady of Bowdoin College from 1952 to 1967, she took an active and vital interest in every phase of life at the College. The pleasure she received from her interaction with Bowdoin's students and her appreciation of their youthful energy, intellect, achievements, and promise inspired her children to establish the fund. Income from this fund supports students engaged in scholarly research in the arts or humanities.

Cooke-Kappa Psi Upsilon Environmental Studies Fund (1999): The Fund was established by the Psi Upsilon Chapter House Association to support student internships and other programs relating to environmental studies. The ten-week summer internships are coordinated by the Environmental Studies Program and provide several undergraduates with stipends for work with Maine non-profit organizations and governmental agencies. Selection criteria include academic record, students' interest and experience, and financial need. Student fellows have the opportunity to incorporate their summer work experience into an independent study or honors project.

Henry L. and Grace Doherty Charitable Foundation Coastal Studies Research Awards (1997): Doherty Fellowships are awarded to students to support substantial participation in a scientific research project by a student under the direction of a faculty member who is independently interested in the subject under study. Fellowships are awarded for summer research projects in marine and coastal studies.

Freedman Summer Research Fellowship Fund (2005): The Freedman Fellowships were established by Alan M. Freedman of the Class of 1976 to support and encourage Bowdoin undergraduates whose field of concentration is computer science to engage in faculty-student summer research projects in interdisciplinary pursuits with emphasis on innovative ideas and concepts such as artificial intelligence, robotics, cognitive modeling, learning, human-computer collaboration, decision-making, speech and language processing, geographic information systems (GIS), and other data-intensive applications, and other computer science-related research, with a preference for students who plan to continue their research at the graduate level. Candidates are identified by the computer science faculty.

*Freedman Summer Research Fellowship in Coastal/Environmental Studies (2006):*The Freedman Summer Research Fellowships, provided by a gift by Dr. and Mrs. Alan M. Freedman '76, P'08, support and encourage Bowdoin undergraduates whose field of concentration is coastal and/or environmental studies, to engage in faculty-student summer research projects using modern scientific principles of biology, chemistry, and physics. These interdisciplinary pursuits may include but are not limited to environmental research, climate issues, biodiversity, water and air pollution, and use and abuse of natural resources affecting coastal Maine or the Maine heartland, with a preference for students who plan to continue their research at the graduate level.

Gibbons Summer Research Internships (2001): The Gibbons internships, established in 2001 through the gift of John A. Gibbons, Jr. '64, provide grants for student summer research, especially for projects that use technology to explore interdisciplinary areas and to develop fresh approaches to the study of complex problems that extend beyond the traditional academic calendar.

Robert S. Goodfriend Summer Internships (2006): The Goodfriend internships, established in 2006 through a generous gift from Robert S. Goodfriend '57, are awarded to encourage students to pursue summer internships that will develop their business skills and increase their exposure to the business world. Current first-year students and sophomores who are returning to campus the following fall will be given priority in eligibility.

Alfred O. Gross Fund (1957): This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Howard Hughes Medical Institute Summer Fellowships: The Howard Hughes Medical Institute Summer Fellowships provide funding for interdisciplinary undergraduate research, particularly in biochemistry and neuroscience, and for student research in marine biology and other biological field studies conducted at Bowdoin's Coastal Studies Center on Orr's Island.

Kent Island Summer Fellowships: Kent Island Fellows spend the summer at Bowdoin's scientific field station on Kent Island in the Bay of Fundy, New Brunswick, Canada, conducting research in ecology, animal behavior, marine biology, botany, geology, and meteorology. Students conduct independent field work with the advice and assistance of a faculty director and have the opportunity to collaborate with faculty members and graduate students from numerous colleges and universities.

Kibbe Science Fellowships (2003): The Kibbe Fellowships, established by Dr. Frank W. Kibbe, Class of 1937, and his wife, Lucy H. Kibbe, support student research in the sciences.

Fritz C. A. Koelln Research Fund (1972): This fund was established by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Edward E. Langbein, Sr., Summer Research Grant: Since 1970, the Edward E. Langbein, Sr., Summer Research Award has been providing support to undergraduates pursuing summer research or advanced study directed toward their major field or lifework. The award honors Edward E. Langbein, Sr., and was initially funded through the bequest of his widow, Adelaide Langbein. Their son, Edward E. Langbein, Jr., a member of the Class of 1957, continues to support the award, as do other members of the family.

Latin American Studies Summer Travel Grants (2000): Awarded to Bowdoin sophomores and juniors majoring in any academic discipline, these grants are intended to support student research in Latin America and the Caribbean that contributes to a subsequent independent study or honors project. The on-site research can be conducted during the summer months, between semesters, or to extend study-away experiences. Recipients will spend three to four weeks in the region and, upon their return, write a two-page report summarizing their research and results. During the following semester, these results will be used as the basis for an independent study or honors project under the direction of a faculty member.

Applicants are expected to develop proposals in consultation with a faculty mentor who agrees to supervise a subsequent independent study. Awards are made on the basis of the candidate's academic record and competence, the quality and feasibility of the project described in the narrative proposal, the project's relevance to the student's educational program, and the faculty mentor's recommendation. Applications are reviewed by a subcommittee from the Latin American Studies Program every spring.

Littlefield Summer Fellowships: The Littlefield Summer Research Fellowships, created in honor of William D. Littlefield, Class of 1922, through the bequest of his wife, Beatrice B. Griswold, support hands-on research in chemistry for students working closely with a Bowdoin faculty member.

Thomas Andrew McKinley Family Summer Entrepreneurial Community Service Fellowships (2002): The McKinley Family summer fellowships were established by Thomas G. and Janet B. McKinley, parents of Thomas Andrew McKinley '06, to fund entrepreneurial endeavors or projects that demonstrate leadership and/or a contribution to the extended Bowdoin community or society; or to fund community service projects that may have a strong impact on the larger community and improve the human condition.

Mellon Mays Undergraduate Fellowships: The Mellon program provides two-year fellowships to students who are interested in pursuing an academic career at the college and university level. Students work with a faculty mentor. The grant provides funds for summer research and other expenses during the academic year.

Nikuradse-Mathews Public Interest Summer Fellowship Fund (2006): This fund, established by Scott A. Mathews '84 and Tamara A. Nikuradse '84 in support of summer fellowships to Bowdoin undergraduates who receive financial aid, consistent with College policies governing financial assistance to its students, provides fellowships to encourage students to pursue unpaid internships in humanitarian organizations, social service agencies, legal aid societies, public education, and similar settings during the summer.

Paul L. Nyhus Travel Grant Fund (2006): The Nyhus Travel Grant Fund was established by gifts of family and friends in memory of Paul L. Nyhus, Frank Andrew Munsey Professor of History, to support original student research that uses archival or other primary source material for an independent study or honors project in history and the related costs for travel, whether in this country or abroad.

Paller Research Fellowship (2003): The Paller Research Fellowship, provided by gifts of Mr. and Mrs. Alan Paller P'01, supports ten-week summer neuroscience research projects conducted by students under the direction of Bowdoin's neuroscience faculty.

Preston Public Interest Career Fund Fellowships (1996): A generous gift from Mr. and Mrs. Kenneth Preston P'91 has provided the College with funds to support students committed to enhancing social justice by serving the needs of the underserved and disadvantaged through policy making, direct service, or community organizing. The Public Interest Career Fund Summer Fellowship Program was established to encourage students to intern for U.S.-based social services agencies, legal services, humanitarian organizations, and public education during the summer, with the hope that they will, as undergraduates, begin to build a foundation for future career development in these areas.

Riley Fellowships (1996): The Riley Fellowships, established by a gift from Matilda and John Riley, promote the education of students in sociology and anthropology through engagement in the research of faculty, in their own independent research, and in the professional worlds of the two disciplines..

Rusack Coastal Studies Fellowships (2001): The Rusack Coastal Studies fellowships, provided through the generous gift of Geoffrey C. Rusack '78 and Alison Wrigley Rusack, are open to students in the humanities, social sciences, and natural sciences involved in projects that bring new insight and understanding to coastal studies. The fund promotes and facilitates student and faculty, disciplinary and interdisciplinary study projects at Bowdoin's Coastal Studies Center, the surrounding coastal areas, and Casco Bay.

Spector Fellowship (2002): This annual fellowship, established by Sherman David Spector '50, is awarded to a graduating senior who plans to pursue graduate studies in history and a career in teaching history at any academic level.

Surdna Foundation Undergraduate Research Fellowship Program (1959): An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

AWARDS IN ATHLETICS

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. Selection is made by a vote of the Department of Athletics. (1975)

Society of Bowdoin Women Athletic Award: This award is presented to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics. (1978)

Frederick G. P. Thorne Award: This award is presented to the male student athlete who has most demonstrated the qualities of leadership both in the athletic arena and outside it. (1999)

Baseball

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

Basketball

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach and the director of athletics. (1969)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Football

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, 1905, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Ice Hockey

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Hugh Munro, Jr., Memorial Trophy: This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Peter Schuh Memorial Award: This trophy, given in memory of Peter M. Schuh '96, is presented to the most valuable player in the annual Bowdoin-Colby men's ice hockey game.

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach and the director of athletics. (1969)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated to the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1994)

Lacrosse

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's twenty-one seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains. (1997)

Ellen Tiemer Women's Lacrosse Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1996)

Paul Tiemer Men's Lacrosse Trophy: This award, established from funds given in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1996)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach and the director of athletics. (1976)

Soccer

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar-athletes whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Squash

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team and the director of athletics. (1975)

Swimming

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Tennis

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Track and Field

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Bob and Jeannette Cross Award (The Maine Track Officials' Award): This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Major Andrew Morin Award: This trophy, endowed by long-time track official Andrew Morin, is given annually to the most dedicated long- or triple-jumper on the men's or women's track team. The winner is selected by a committee of track coaches and track officials. (1989)

Evelyn Pyun Award: Established in memory of Evelyn Pyun '02, the award is presented annually for outstanding dedication and loyalty to the women's cross-country team. The award honors the qualities of persistence, generosity, and enthusiasm that Evey brought to Bowdoin cross-country. (2000)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually at Honors Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the Bowdoin *Orient* staff who have made significant contributions to the *Orient* in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, The Prologue, carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Michael Francis Micciche III Award: This award is given annually to that individual who embodies the entire Bowdoin experience; who engages the College community, achieves academic excellence, and earns the respect of his or her peers and professors. This individual must plan on broadening his or her education following graduation, either through enrollment at a graduate school or through a structured travel or volunteer program. (2001)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

The President's Award: This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the Bowdoin *Orient* staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Delta Sigma/Delta Upsilon Activities Fund: The income of this fund is used to support public events and individual projects that further the welfare and enhance the community of Bowdoin College, and that preserve and promote the fellowship, community, spirit, diversity, and ideals that Delta Sigma and Delta Upsilon offered to the Bowdoin community. (1997)

Faculty Development Fund: The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

The Fletcher Family Fund: This fund was established by William C. Fletcher '66. Income from the fund provides support for faculty research leading to publication and presentation. (2000)

The Henni Friedlander Award for the Common Good (2005): This fund was established by Martin and Sheila Friedlander in memory of Henni Friedlander (mother of Martin, a member of the Class of 1971), who survived Nazi Germany to immigrate to the United States, where she was an inspiring example of how love and joy of life, rather than hatred and bitterness, can lift the human spirit and enable us as a society to promote the common good. The fund provides a monetary prize to an individual who has overcome significant adversity in his or her own life and gone on to make a highly significant contribution to the common good. In addition, the fund supports a lecture by the awardee on the subject of his or her life's achievement in both the area of the common good and his or her profession. To the extent possible, the awardee will spend a day or two on campus interacting with members of the college community so that they can better appreciate the value of the individual's accomplishments.

In years when sufficient funds are available, *The Henni Friedlander Student Prize* shall also be awarded to a Bowdoin undergraduate who has similarly overcome adversity in their own life and gone on to contribute to the common good. This prize shall be used to reduce loan indebtedness of the student.

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 2007 the award was given to Charles Dorn, assistant professor of education. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce, Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Appendix II

Bowdoin College Environmental Mission Statement

The environment within and beyond Bowdoin College is one of the fundamental aspects of our community and one that we, as members of the College, have in common. In keeping with Bowdoin's bicentennial motto, "The College and the Common Good," the opportunity exists to reaffirm our commitment to the history and future of Bowdoin's relationship with the environment.

Both the institution as a whole and individuals in the Bowdoin community have an impact on the environment and therefore should commit themselves to understanding their personal responsibility for the local and natural environment. In consideration of the common good, Bowdoin recognizes its responsibility to take a leadership role in environmental stewardship by promoting environmental awareness, local action, and global thinking. Because sustainability reaches beyond the Bowdoin campus, choices made by the College in its operations shall consider economic, environmental, and social impacts. Members of the Bowdoin community shall orient new faculty, staff, and students to the campus-wide environmental ethic and conduct research and teaching in a sustainable and responsible fashion. As a way to capture this ethic, the following Environmental Mission Statement has been developed:

Being mindful of our use of the Earth's natural resources, we are committed to leading by example to integrate environmental awareness and responsibility throughout the college community. The College shall seek to encourage conservation, recycling, and other sustainable practices in its daily decision making processes, and shall take into account, in the operations of the College, all appropriate economic, environmental, and social concerns.

To implement the mission statement within and beyond the Bowdoin Community, the College commits itself to the following actions:

Sustainable Awareness

- Leading by example, Bowdoin shall integrate environmental awareness and responsibility throughout the College community.
- Resources for learning and acting shall be available to the Bowdoin community, including recycling bins, awareness lectures, information centers, and opportunities to become directly involved in environmental protection, such as environmental action committees to advise and monitor activities of the College,
- Sustainable awareness shall encompass the social causes and consequences of environmental practices in compliance with the common good.

Sustainable Education

- Students, faculty and staff shall be offered the opportunity to participate in an orientation program that provides information on the College's commitment to environmental sustainability. Members of the College community shall be encouraged to act in a manner that reflects the objectives of the environmental mission statement.
- The College will strive to inform students about environmental management, sustainable economic development, and the social impacts of choices in order to provide co-curricular programming to ensure that graduates are environmentally literate and responsible citizens, and to acknowledge environmental leadership as a continuous, participatory process of learning.

Sustainable Policy

- To promote a sustainable economy in Maine and New England, Bowdoin shall use all reasonable efforts to make new purchases that favor affordably priced local and renewable products that reflect the College's commitment to sustainability.
- To reduce waste in public landfills, Bowdoin shall use all reasonable efforts to purchase reusable and recyclable products when available.
- To complete the loop of recycling products, Bowdoin shall use all reasonable efforts to purchase products with recycled content when available and conduct vigorous recycling programs.

Campus and Buildings

Bowdoin College is located in Brunswick, Maine, a town of approximately 22,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 215-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the English department. The building was designated a Registered Historical Landmark in 1971, and the campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall, **Memorial Hall,** built to honor alumni who served in the Civil War and completed in 1882, was completely renovated and reopened in Spring 2000. The historic building contains the modernized 610-seat **Pickard Theater** and the 150-seat **Wish Theater** in a pavilion linked to Memorial Hall by a glass atrium. Support space houses a scene shop, a costume shop and storage, rehearsal spaces, and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894) has also undergone a major renovation. The remodeled facility houses the departments of physics, mathematics, and computer science. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the art department, as well as **Kresge Auditorium**, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead and White, houses the **Bowdoin College Museum of Art.** The building is under renovation and will reopen in October 2007. The **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the music department. At the southwest corner of the quadrangle is **Hawthorne-Longfellow Library Building** (1965), which houses the main facilities of the College library, including the George J. Mitchell Department of Special Collections & Archives on the third floor. The offices of the president and the dean for academic affairs are located on the west side of the Hawthorne-Longfellow building.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the **Peary-MacMillan Arctic Museum and Arctic Studies Center**; the departments of economics, government and legal studies, and history; some information technology offices; and the library's **Susan Dwight Bliss Room**, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library and contains book stacks and a study room. A newly carved replica of the building's original gargoyle was recently installed atop Hubbard Hall.

In the center of the east side of the Quad is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 118 feet. A magnificent restoration of the historic Chapel interior was completed in 1997-98, and restoration of the Chapel towers was completed in 2004. Offices of the Center for the Common Good and the American Musicological Society are currently located in **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the north and south of the Chapel is a row of five historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls. The College has recently completed the renovation of these five buildings, as well as Moore Hall, located to the east of Moulton Union.

At the north end of the row of "bricks," next to Bath Road, is **Seth Adams Hall** (1861), which once served as the main facility of the Medical School of Maine and now houses the **Environmental Studies Center**, as well as classrooms and faculty offices. The building is currently undergoing a renovation, to be completed in Spring 2008.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), the **Sidney J. Watson Fitness Center**, the **David Saul Smith Union** (1995, originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Studzinski Recital Hall** and **Kanbar Auditorium** (2007, originally built as the **Curtis Pool Building** in 1927), and **Dayton Arena** (1956). The David Saul Smith Union houses a large, central, open lounge, the College bookstore and mail center, a café, convenience store, **Jack Magee's Grill**, a game room, meeting rooms, and student activities offices.

Across Sills Drive through the pines behind Dayton Arena are **Whittier Field**, **Hubbard Grandstand** (1904), and the **John Joseph Magee Track**, which was rededicated in honor of Joan Benoit Samuelson '79 in 2005. The **Schwartz Outdoor Leadership Center** (2002), campus headquarters of the Bowdoin Outing Club, is located on Sills Drive near the entrance to Whittier Field.

To the northwest of this group of buildings, a new multidisciplinary science center (1997) combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for the nineteenth-century Bowdoin professor who was a pioneer in geological studies. The science facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the departments of biology, chemistry, and geology.

Adjoining the science facilities is **Sills Hall** (1950), home to the departments of classics, German, Romance languages, Russian, and film studies; and the **Language Media Center**. One wing of Sills Hall houses **Smith Auditorium**, which has advanced electronic facilities for film and other presentations.

Kanbar Hall, located at the corner of Bath Road and Sills Drive adjacent to Smith Auditorium, opened in September 2004. The 26,000-square-foot building houses the departments of psychology and education and the College's Center for Learning and Teaching, which includes the Baldwin Academic Development Program, the Quantitative Skills Program, and the Writing Project.

To the south of the athletic buildings and the Smith Union, an area now called the **Coe Quadrangle** adjoins the **Moulton Union** (1928), which contains the offices of the dean of student affairs and the registrar, the **Career Planning Center**, and the residential life staff, as well as dining facilities, and several conference rooms and lounges. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Building** (1917), which contains student health care offices on the first floor and the Campus Services copy center and the WBOR radio station in the basement. The upper floors house the Office of Off-Campus Study and faculty offices.

On College Street near Coles Tower, the **John Brown Russwurm African-American Center**, which opened in 1970 as a center for African-American studies, was formerly a faculty residence known as the **Little-Mitchell House** (1827). Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and the events and summer programs office, audiovisual services, information technology offices, and the Textbook Center. Connected to the tower are new and expanded dining facilities in **Frederick G. P. Thorne Hall**, which includes **Wentworth Servery** and **Daggett Lounge.** The basement of Thorne Hall houses the Bowdoin Bookstore Textbook Center. **Sarah Orne Jewett Hall**, the third side of the Coles Tower complex, currently houses several administrative offices.

To the east of the Coles Tower complex are two residence halls completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin.* A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some seventy educational institutions, among them Howard University. **Chamberlain Hall**, named for Joshua Lawrence Chamberlain of the Class of 1852, was completed in the summer of 1999 and stands on the west side of Coles Tower. Two new student residence halls, **Osher Hall** and **West Hall**, located on the corner of South Street and Coffin Street, opened in 2005. The **Children's Center,** which is located to the south of Chamberlain Hall, was opened in 2003.

The building at 4 College Street (1901), which stands to the west of Coles Tower and which formerly housed the Delta Kappa Epsilon and the Kappa Delta Theta fraternities, has been extensively renovated to serve as the Admissions Office. The building has been named the **Burton-Little House** in honor and memory of Harold Hitz Burton (Class of 1909, LL.D. 1937), United States Supreme Court Justice from 1945 to 1958; and of George T. Little (Class of 1877), who was for many years a Bowdoin professor, librarian, and College historian and an ardent benefactor of the Delta Kappa Epsilon fraternity. The Student Aid Office is located at **Gustafson House**, 261 Maine Street.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The Women's Resource Center, at **24 College Street**, includes a library, meeting rooms, and the Queer-Trans Resource Center. The **Herbert Ross Brown House**, at **32 College Street**, now houses the counseling service offices. **Boody-Johnson House** (1849), on Maine Street, is named for Henry Hill Boody, a member of the Class of 1842 and a teacher of Greek and rhetoric at the College, who hired the architect Gervase Wheeler to design the house for him; and for Henry Johnson, a distinguished member of the faculty and first director of the Museum of Art, and Frances Robinson Johnson. The building was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the ell, is used for small classes, seminars, and conferences. **Ashby House** (1845-55), next to Boody-Johnson House, is occupied by the department of religion and various faculty offices.

On Bath Road, **Ham House** and the former Getchell House have both undergone extensive renovations. Ham House now serves as the location of the treasurer's office, while Getchell House, now the **Edward Pols House**, contains offices of the philosophy department and faculty in Latin American studies. The **Matilda White Riley House** at 7 Bath Street houses the department of sociology and anthropology. The investments office relocated to the newly renovated **80 Federal Street** in Spring 2007.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the

William Farley Field House (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**; **Pickard Field House** (1937); the **Lubin Family Squash Center** (1999) with seven international courts; eight outdoor tennis courts; **Pickard Field**; the **Howard F. Ryan Astroturf Field** (2003); and 60 acres of playing fields.

On the north side of the campus, **Rhodes Hall** (1867), once the Bath Street Primary School, houses the offices of the departments of facilities management and safety and security. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the development office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin. **Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, has served as the president's house and is used for some College functions and guests. **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947, provides additional space for development and college relations offices.

Student residences and former fraternity houses, many of them in historic buildings, are scattered in the residential streets around the campus. Several of these have been selected to serve as College Houses as part of the College House System. These include **Baxter House** (1901), designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **Reed House** (1932), formerly the Chi Psi fraternity house; **Helmreich House** (1900), formerly the Alpha Rho Upsilon fraternity house and named in honor of Professor Ernst Helmreich; **Howell House** (1924), the former Alpha Delta fraternity house, now named in honor of Bowdoin's tenth president, Roger Howell, Jr.; the former Psi Upsilon fraternity house, now named the **George (Pat) Hunnewell Quinby House** (1903) in honor of a former director of theater at Bowdoin (1934–1966); **Samuel A. Ladd, Jr., House** (1929), formerly Zeta Psi/Chi Delta, at 14 College Street; and the **Donald B. MacMillan House** (1942), formerly Theta Delta Chi, at 5 McKeen Street.

Additional College-owned student residences include the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students; **10 Cleaveland Street**; the recently renovated **30 College Street**; the **Harpswell Street Apartments** and the **Pine Street Apartments**, designed by Design Five Maine and opened in the fall of 1973; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. The **McLellan Building** (1999), located a few blocks from campus at 85 Union Street, houses the offices of human resources, communications and public affairs, the controller's office, art studios, and a large conference room.

Research and field stations, which in some cases also serve as areas for outdoor recreation, include the **Bowdoin Pines**, on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; and the **Coastal Studies Center**, with marine and terrestrial laboratories and a farmhouse and seminar facility on nearby Orr's Island. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team. Facilities located adjacent to **Sawyer Park** on the New Meadows River in Brunswick are used by the rowing team. The **Bowdoin Scientific Station** is located on Kent Island, Bay of Fundy, Canada. In 2005, the College acquired two neighboring islands, **Hay** and **Sheep**, to preserve the unique environment offered by the scientific station.

The architectural history of the campus is thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.

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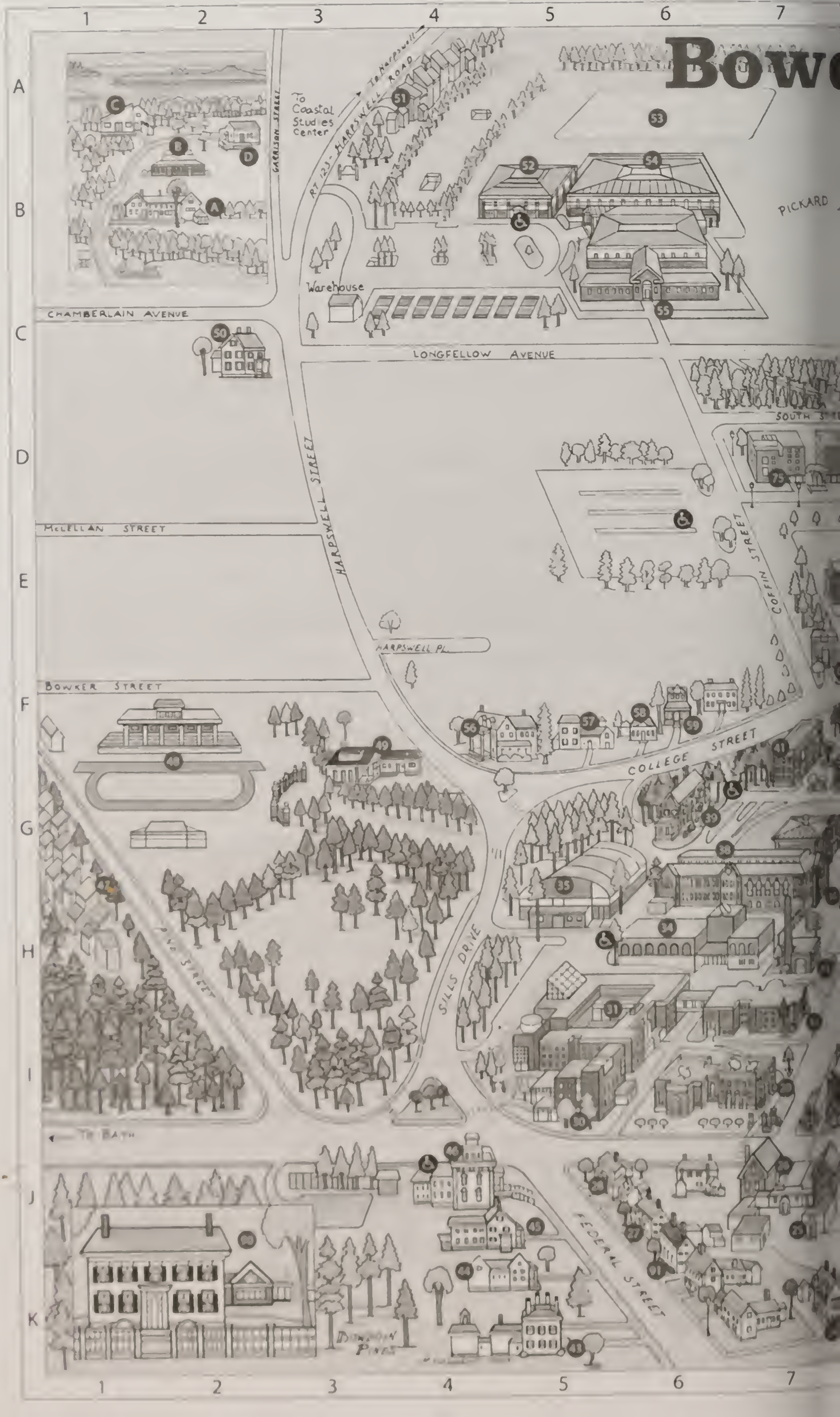
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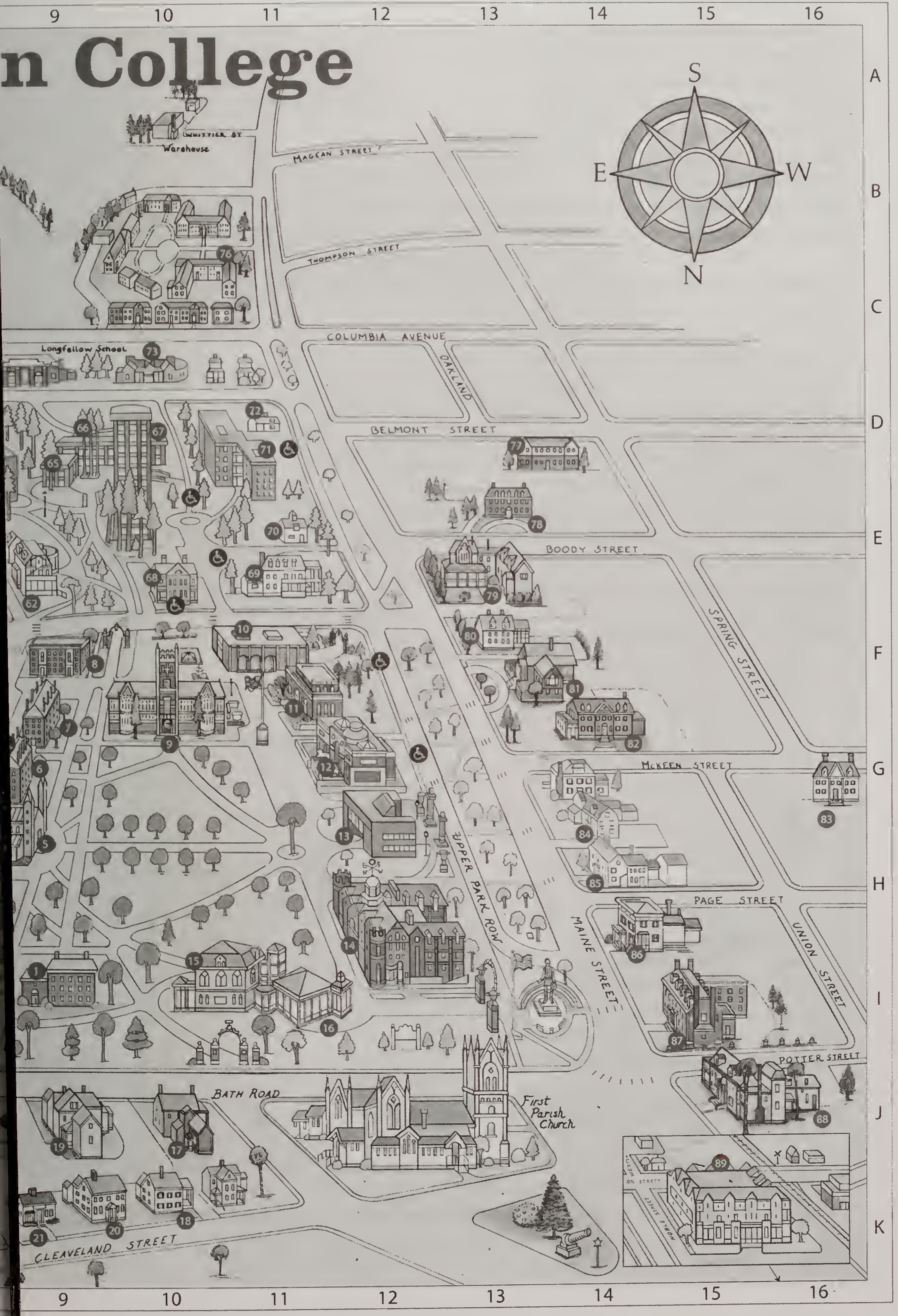
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